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**ADMINISTRATIVE STYLES OF ENGLISH - AS - A - SECOND-LANGUAGE
ADMINISTRATORS**

The American University

PH.D. 1981

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ADMINISTRATIVE STYLES OF
ENGLISH-AS-A-SECOND-LANGUAGE ADMINISTRATORS

by

ALFRED W. REASOR

submitted to the

Faculty of the College of Arts and Sciences

of The American University

in Partial Fulfillment of

The Requirements for the Degree

of

Doctor of Philosophy

in

Educational Administration

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1981

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ADMINISTRATIVE STYLES OF ENGLISH-AS-A-SECOND-LANGUAGE
ADMINISTRATORS

BY

Alfred W. Reasor

ABSTRACT

The objective of this study was to identify and evaluate the administrative styles of English-as-a-Second-Language (ESL) administrators in the colleges and universities of the United States. A second purpose of the study was to collect data that described the population of collegiate ESL administrators. The instrument used to measure administrative styles was the Educational Administrative Style Diagnosis Test (EASDT), which is based upon the 3-D theory of William J. Reddin. This theory of leadership analysis posits a four-style model of administrative behavior, and it rejects the concept that any one of these four styles is ideal. Rather, the 3-D theory says that the situation in which the style is used determines the effectiveness of the style. The three variables in this model are Task Orientation, Relationships Orientation, and Effectiveness.

The study hypothesized that administrative style would be related to certain pre-selected situational variables in ESL administration. Further, the study hypothesized that ESL administrators would have a high relationships orientation in their administrative behavior. A survey instrument was constructed and administered simultaneously with the EASDT in order to collect data about situational variables in ESL administration.

The data were collected during August and September of 1980. They were tabulated and analyzed using Chi-square tests to test for independence among sub-groups of the sample. Hypotheses were tested at the .05 level.

The study concluded that 69 percent of these ESL administrators perceive themselves to have a Separated style, which in Reddin's paradigm is characterized as rule-oriented behavior--it is low in both task orientation and relationships orientation. Only 22 percent of these administrators had a Related style, which is high in relationships orientation. Further, the study found that 62 percent of these ESL administrators were using an ineffective style in their present positions.

This study found that ESL administrators differed significantly in their administrative styles from other educational administrators who have taken the EASDT. Hypotheses about the relationship of administrative style to the pre-selected situational variables were rejected.

Further research is recommended to determine why 69 percent of these ESL administrators have a Separated style.

ACKNOWLEDGMENT

Seventeen years ago my fellow high school classmates chose a quote from Alfred Lord Tennyson to accompany my picture in the high school year book: "To follow knowledge like a sinking star/Beyond the utmost bounds of human thought." Whether this idea was oracular or became a self-fulfilling prophecy, I will leave for others to judge, but the reality has been that for three decades of my life I have pursued in many institutions a path of formal education which now climaxes with the achievement of this final, advanced degree.

The journey has been a long and arduous one; I recommend it only for a few. But the journey has opened new vistas through which gleam yet untravelled roads I must go down. My purpose calls me onward, for always I have desired to know and in knowing to explain, to evaluate, to synthesize. This obsession with knowledge others in history have known, have written about. It is a lonely plight, for enlightenment often brings isolation and alienation. The rewards, however, are self-contentment, growth, inspiration, renewal, adventure, and optimism. These are precious gifts; reflection on them makes the journey worthwhile. And in reflection it is fair to

pause, to thank those persons who led me here, who brought me to this turning point, this commencement.

First, I thank all those great teachers who inspired me along the way, beginning with my fourth grade teacher, Mrs. Pearl Roller. In my early schooling there were many good teachers who guided me, but the great ones who inspired me at Powell Valley High School were Mrs. Grace Rose, Miss Iloe Reed, and Mrs. Wilma Brooks. In college, I thank especially Mrs. Martha Brown of Lincoln Memorial University and Professors William White, Raymond Bradfield, William Macke, and Markham Peacock at Virginia Polytechnic Institute. In graduate school at the University of North Carolina at Chapel Hill I remember particularly the great lectures of Drs. Jerry Unks, Sterling Hennis, Richard Lyons, and Seigfried Wenzel. In my later education I held in awe two great teachers at the University of California at Berkeley: Dr. James Jarrett and Dr. Mark Luca. Nor could I leave this period of my education without mentioning the patience and inspiration I received from Madame Marson, my French teacher, at The Sorbonne.

Then, I come to the concluding phase of my formal education here at The American University. My doctoral program has been a rich and varied experience--it led me with Dr. Tom Landers to explore cross-cultural educational administration in Europe, it led me with Dr. Morely Segal

to explore my personal growth in organizations; it convinced me with Mrs. Clara Machlin that even I could conquer statistics; and it culminated in my exploring the intricacies of the English language with Dr. Grace Mancill and Dr. Edward Burkart. Then, near the end, two men offered help: Dr. Joel Burdin and Dr. Robert Fox. To all of you at American University, I say thank you, but to my doctoral committee--Dr. Burdin, Dr. Mancill, and Dr. Fox--I offer a special note of gratitude. I could never have completed this final project without your kind patience and understanding.

To Dr. Gertrude Nye Dorry, formerly of Teheran Polytechnique University, I acknowledge my debt in first interesting me in ESL administration. Dr. Dorry, you were right: there is work to be done.

So the journey must now continue. There is much to do, many more people to meet, new places to visit. For the rest of life, Tennyson's "Ulysses" will also serve:

Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.

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CHAPTER I

INTRODUCTION

Brief Background

English-as-a-Second-Language (ESL) is a relatively new academic discipline in American colleges and universities. During very recent times with the great influx of Hispanics, Orientals, and Cubans into the United States, greater visibility and emphasis have been given to ESL instruction in academe. The ESL research literature is filled with studies in instructional methodology and pedagogy, but very little has been done in the area of ESL administration.

This research study combines two academic disciplines--educational administration and English-as-a-Second-Language. The vehicle for bringing about this synthesis of the two fields is an analysis of the administrative styles of ESL administrators in colleges and universities in the United States. This study surveys a sample of ESL administrators and makes inferences about their administrative styles and further generalizations about the relationship between these styles and certain elements present in ESL administration.

The Research Setting

The profession of ESL teaching is practiced throughout the world, but for the purposes of this study the population was delimited to ESL administrators in colleges and universities within the United States. This was done to facilitate getting responses on the survey and instrument used to measure administrative styles. Any generalizations drawn from this study must be viewed in the context of this criterion group. Determining the variety of administrators in this population was one objective of the survey. Included in the population were administrators in both junior colleges and four-year institutions. Some of these ESL administrators are fully-tenured faculty members, and others have an adjunct relationship with the institution where they work. It was another objective of the survey to define the relationship which these administrators have with their institutions.

The research was conducted during the summer and early fall of 1980.

Definitions

BE. Bilingual education. A term used to denote the instruction of students in their native language while learning English or some other language.

CAL. Center for Applied Linguistics.

Dedicated (+) Style. An administrator who is using a high Task Orientation and a low Relationships Orientation in a situation where such behavior is appropriate and who is therefore more effective. Seen as knowing what he wants and knowing how to get it without creating resentment.

DAS. Dominant Administrative Style. It is the mode of behavior most frequently displayed by the ESL administrator in his present job. It is the style identified by the EASDT as having a score of 11 or higher.

Dedicated (-) Style. An administrator who is using a high Task Orientation and a low Relationships Orientation in a situation where such behavior is inappropriate and who is therefore less effective. Seen as having no confidence in others, as unpleasant, and as being interested only in the immediate job.

E. Effectiveness. The extent to which an administrator achieves the output requirements of his position.

EASDT. The Educational Administrative Style Diagnosis Test. An instrument developed by Mary K. Reddin and adapted from the Management Style Diagnosis Test of William J. Reddin. The EASDT is based upon the 3-D Theory of Leadership Styles, and it measures the administrative styles of educational administrators.

EFL. English-as-a-Foreign-Language. An acronym used to denote the teaching of English in a non-English setting where the student will use English as a function for communication but will continue to conduct his daily life in his native language.

ESL. English-as-a-Second-Language. An acronym used in this study to denote the teaching of English to all students whose native language is not English. It usually implies that the student will use English as the means of communication either at work, at school, or in daily life rather than his native language. ESL may be taught in either an English-speaking setting or in the student's native country.

ESL Administrator. An ESL administrator in this study is defined as a professional educator who supervises at least one teacher of English-as-a-Second-Language and has responsibility for ESL program scheduling, planning, and control.

Integrated (+) Style. An administrator who is using a high Task Orientation and a high Relationships Orientation in a situation where such behavior is appropriate and who is therefore more effective. Seen as a good motivator who sets high standards, who treats everyone somewhat differently, and who prefers team management.

Integrated (-) Style. An administrator who is using a high Task Orientation and a high Relationships Orientation in a situation that requires a high orientation to only one or neither and who is therefore less effective. Seen as being a poor decision maker and as one who allows various pressures in the situation to influence him too much. Seen as minimizing immediate pressures and problems rather than maximizing long-term production.

NAFSA. National Association for Foreign Student Affairs. A professional association to which many ESL administrators belong.

Related (+) Style. An administrator who is using a high Relationships Orientation and a low Task Orientation in a situation where such behavior is appropriate and who is therefore more effective. Seen as having implicit trust in people and as being primarily concerned with developing them as individuals.

Related (-) Style. An administrator who is using a high Relationships Orientation and a low Task Orientation in a situation where such behavior is inappropriate and who is therefore less effective. Seen as being primarily interested in harmony.

RO. Relationships Orientation. The extent to which an administrator has personal job relationships; characterized by mutual trust, respect for subordinates' ideas, and consideration of their feelings.

Separated (+) Style. An administrator who is using a low Task Orientation and a low Relationships Orientation in a situation where such behavior is appropriate and who is therefore more effective. Seen as being primarily interested in rules and procedures for their own sake, and as wanting to maintain and control the situation by their use. Often seen as conscientious.

Separated (-) Style. An administrator who is using a low Task Orientation and a low Relationships Orientation in a situation where such behavior is inappropriate and who is therefore less effective. Seen as uninvolved and passive.

Style Synthesis. An average of all administrative styles used as measured by the EASDT.

Supporting Style. The style displayed next most often to the Dominant Style. It is indicated on the EASDT by a score of 10.

TESOL. Teachers of English to Speakers of Other Languages. The largest international, professional organization for persons involved in ESL.

TO. Task Orientation. The extent to which an administrator directs his subordinates' efforts toward goal attainment; characterized by planning, organizing, and controlling.

3-D. Three-Dimension theory. A model developed by William J. Reddin to explain styles of managers. The three dimensions are Task Orientation, Relationships Orientation, and Effectiveness.

The Statement of the Problem

This research problem was to identify and evaluate the Dominant Administrative Styles (DAS) of a sample of English-as-a-Second-Language (ESL) administrators, using the Educational Administrative Style Diagnosis Test (EASDT), and to determine if any relationship exists between these administrative styles and selected situational variables in ESL administration.

The Statement of the Subproblems

The First Subproblem. The first subproblem was to determine the Dominant Administrative Styles of ESL administrators. This was accomplished with the Educational Administrative Style Diagnosis Test.

The Second Subproblem. The second subproblem was to determine whether ESL administrators are more task oriented or relationships oriented. This was accomplished with the EASDT.

The Third Subproblem. The third subproblem was to determine whether ESL administrators as a group have a pattern of Dominant Administrative Styles which differs

from that of educational administrators in general. This was done with data obtained from the EASDT.

The Fourth Subproblem. The fourth subproblem was to determine if a relationship exists between the Dominant Administrative Styles of ESL administrators and selected situational variables in ESL administration. This was accomplished by correlating data from the EASDT with data obtained in a survey of ESL administrators.

Statement of the Hypotheses

This study proposed at the outset the following research hypotheses:

1. The first hypothesis was that ESL administrators would have a pattern of Dominant Administrative Styles which was high in Relationships Orientation. This hypothesis was based on the fact that the researcher believed most ESL administrators to have a liberal arts background, and previous research had shown liberal arts majors to be low in Task Orientation.

2. The second hypothesis was that ESL administrators as a group would have a pattern of Dominant Administrative Styles which differs from that of educational administrators in general as measured in previous research. This hypothesis was based upon the fact that previous research with the EASDT had shown educational administrators to have a pattern of styles which was high

in the Integrated Style, and the researcher wished to test the idea that ESL administrators would be high in the Related Style.

3. The third hypothesis was that there would be a significant difference in administrative styles among those ESL administrators with different educational backgrounds. This hypothesis was based upon the fact that ESL administrators have a variety of backgrounds, and the researcher wished to test the idea that academic major or type of training might influence style.

4. The fourth hypothesis was that there would be a significant difference among the Dominant Administrative Styles of ESL administrators whose organizational status required them to be accountable directly to one manager and those whose status required them to be accountable to more than one manager. This hypothesis was based upon the fact that administrative theory holds that the reporting structure in organizations has an impact on a manager's style, and the researcher wanted to test the idea that those ESL administrators who report to only one dean or department chairperson would have a different style than those who had to report to two or more persons above them.

5. The fifth hypothesis was that the number of years of ESL teaching experience prior to becoming an ESL administrator would have a significant relationship to Dominant Administrative Style. This hypothesis was

based upon the fact that years of experience was a situational variable in ESL administration, and the researcher wished to test the idea that years of teaching experience could influence administrative style.

6. The sixth hypothesis was that a significant correlation exists between Dominant Administrative Style and the three selected variables: degree specialization, organizational accountability, and the number of years of ESL teaching experience. This hypothesis was inferential, and the researcher wished to test the idea that knowledge of situational variables in ESL would give one the ability to predict administrative style.

Significance of the Research

ESL administration is a new expertise within the broader field of educational administration. It is presently being defined. A search of the literature failed to reveal any work or study which defines or clarifies the special role which ESL administration plays within the area of educational administration. A large body of research literature does exist on situational variables in educational administration, but very little could be found on the subject of situational variables in ESL administration. Wilcox completed a study of ESL administration in Colorado "to determine the qualities desirable in a college/adult level ESL/EFL Program

Administrator and the qualifications appropriate for the position he holds."¹ His study is summarized in Chapter II. Much research literature does exist on administrative styles of educational administrators, but nothing could be found on styles of ESL administrators. Consequently, the present study appears from the literature to be broaching new ground.

The field of ESL instruction has rapidly expanded in recent years both within the United States and abroad. This expansion in the United States has occurred in all areas of public education, especially the high schools, colleges, and adult basic education programs. With the creation of the new U.S. Department of Education in May of 1980, the President of the United States and the first Secretary of Education, Hon. Shirley Hufstedler, have said that bilingual education will be a top priority of the nation's educational initiative in the coming years. ESL instruction is at the present time a much-discussed issue in the bilingual education controversy within the larger education community. The U.S. Department of Education issued regulations in August of 1980 requiring instruction in the native language for students whose first language is not English. These regulations, however, are being staunchly attacked by those school systems that had

¹George K. Wilcox, "Suggested Guidelines for the Selection and/or Preparation of ESOL Program Administrators." (Paper presented at the annual convention of the TESOL organization, San Francisco, California, March 1980.)

achieved success with their ESL approach to instruction. As this paper is being written, the controversy still rages. Ergo, the timeliness of this study may help to generate interest in defining ESL administration.

This study, then, attempts to contribute to the field of educational administration in these ways:

1. It defines and identifies administrative styles of ESL administrators in American colleges and universities.
2. It shows the differences between styles of ESL administrators and those previously identified styles of other educational administrators.
3. It shows the relationships between these identified administrative styles and certain pre-selected situational variables in ESL administration.
4. It contributes to the definition of a new area of educational administration.

In sum, this study opens new vistas for further research in ESL administration.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

A plethora of literature exists on the history of management and leadership theory, and many models have been postulated to study leadership in organizations. However, this review of related literature deals only with significant theories which are directly related to the design of this research study. This researcher has chosen the 3-D Model of leadership theory developed by William J. Reddin as the basis of this study; consequently, this model and its historical precedents are dealt with in this review. The Reddin theory is developed in detail; whereas, other theories are summarized. The purpose of this theoretical background is to provide a general explanation and guide for the research.¹ This study uses the Reddin theory to explain the observed behavior collected with the survey instrument; ergo, the detailed analysis of the 3-D Model is essential to understanding this research

¹Wayne K. Hoy and Cecil G. Miskel, Educational Administration: Theory, Research, and Practice (New York: Random House, 1979), p. 20.

study. The review concludes with a brief look at pertinent works from the field of ESL administration.

A Historical Overview

The Ohio State Studies

The concept of leadership analysis and research in organizations has many historical dimensions, but the earliest forerunner of the 3-D Model of leadership theory was the Ohio State University Studies begun in the 1940's under Carroll Shartle but made most popular later by Andrew Halpin. The Ohio State Studies defined two fundamental dimensions of leader behavior. These were termed initiating structure and consideration. Initiating structure defined those behaviors in leaders which created in organizations structured relationships between the leader and his subordinates because of the leader's insistence upon procedures and methods. Consideration, however, included those behaviors by the leader which created close personal relationships between the leader and his subordinates due to his warmth and emphasis on respect for the workers. Halpin says:

Initiating Structure refers to the leader's behavior in delineating the relationship between himself and members of the work-group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure. Consideration refers to

behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff.¹

The graphing of these two dimensions on an axis resulted in four quadrants, which represented four leadership styles. Halpin suggested that leaders who were high in both consideration and initiating structure were more effective than those who were low in both dimensions. Reddin, in commenting on these two dimensions, says:

These two factors are described as independent because the extent to which a manager uses one of them does not help to predict the amount of the other he is using. This is a vital point for it means that a manager may be using much of both, little of both, much of one and little of the other, or any combination in varying degrees of these two factors.²

As the two dimensions are independent, they may be depicted at right angles as shown in Figure 1 below.

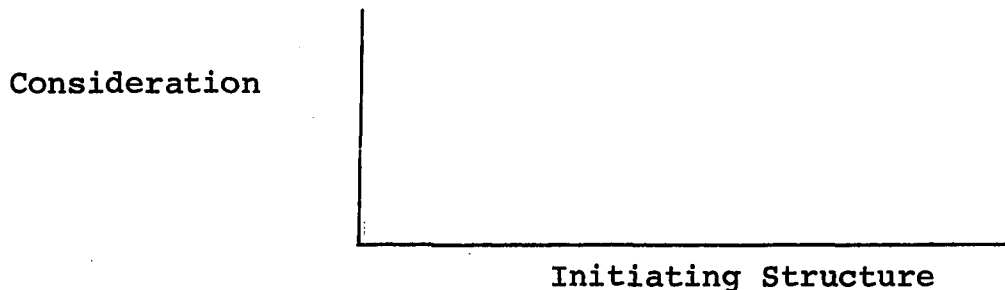


Figure 1. Ohio State Leadership Dimensions

¹Andrew Halpin, The Leadership Behavior of School Superintendents (Chicago: University of Chicago, 1959), P. 4.

²William J. Reddin, Managerial Effectiveness (New York: McGraw-Hill, 1970), p. 21.

The Ohio State Studies Reddin termed "the most extensive and rigorous leadership studies in the world."¹

The University of Michigan Studies

Shortly after the Ohio State Studies were done, the University of Michigan's Survey Research Center undertook studies in leadership behavior and also arrived at the conclusion that there were two dimensions to leader behavior in organizations. The Michigan Studies called these two dimensions employee-oriented behavior and production-oriented behavior. Hoy and Miskel describe the Michigan dimension thusly:

Employee orientation refers to the supervisor who stresses the 'human relations' aspect of his job. He thinks that employees are individuals of intrinsic worth, takes a personal interest in them, and accepts their unique need-dispositions and individuality. Production orientation emphasizes the mission or job to be done and the technical aspects of the job. The stress is on developing plans and procedures to accomplish the task.²

In the beginning these two dimensions were viewed as a continuum, but later the Michigan Studies called them independent factors in leader behavior. Thus, the Michigan Studies very closely parallel the Ohio State Studies.

¹Ibid., p. 20.

²Hoy, p. 189.

Harvard University Studies

Harvard University's Laboratory of Social Relations in 1947 validated the findings of Ohio State and Michigan University. They identified two leader roles--task master and social leader--which corresponded to the two dimensions named in the previous studies. Hoy and Miskel in commenting on the Harvard Studies, say:

The findings that emerged from the study led to the suggestion of a dual leadership model. . . . The task leader keeps the group engaged in the work, whereas the social leader maintains unity in the group and keeps group members aware of their importance as unique individuals whose special needs and values are respected.

The Harvard Studies suggested that these two roles in small work groups were often held by two different individuals. Basically, however, the two roles of leader behavior identified at Harvard were similar to those identified by Michigan and Ohio State.

Fiedler's Model

Fred E. Fiedler in 1967 developed what he called the Contingency Model of leadership.² His model also named two basic dimensions of leader behavior, but the basic theses of his model are that leadership style is determined by the needs the leader seeks to satisfy in the

¹Ibid.

²Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill, 1967).

leadership situation and that the effectiveness of the work group's performance is contingent upon matching the right leader with the right situation. Fiedler believed that leadership "behavior" could change, but leadership "style" was the personality and underlying motivation for behavior. He identified two basic leadership styles: task-oriented and relationship-oriented. He felt that task-oriented leaders sought to satisfy the need to complete tasks in the work situation and that relationship-oriented leaders desired to fulfill their need for close interpersonal relations on the job. These underlying personality motives resulted in specific leadership behaviors. Leadership effectiveness in Fiedler's theory is contingent upon the right leader being matched with a job which allows him to satisfy his personality needs. Fiedler's model does not allow for changing one's style in order to gain satisfaction in a job if the situational elements do not offer fulfillment. Rather, a leader, according to Fiedler, must find a job which satisfies his personality or style if effectiveness is to be achieved.

Blake and Mouton's Managerial Grid

Another significant milestone in leadership theory was the concept of the managerial grid which Robert Blake and Jane Mouton developed in 1964.¹ Their model owes its

¹Robert R. Blake and Jane S. Mouton, The Managerial Grid (Houston: Gulf Publishing Company, 1964).

foundation to the studies at Ohio, Michigan, and Harvard. It postulates two basic dimensions of leader behavior--concern for production and concern for people. The grid itself was a way of plotting a leader's specific style in relation to these two identified dimensions. The grid conceptualizes four basic styles with gradations in between as represented in Figure 2.

Concern for People	(1, 9) Relationship-Oriented Leadership	(9, 9) Integrated Leadership
	(1, 1) Impoverished Leadership	(9, 1) Task-Oriented Leadership
Concern for Production		

Figure 2. The Managerial Grid

In fact, the 9 x 9 grid allows for the possible identification of eighty-one different leadership styles. The 9 represents maximum concern for each dimension. Blake and Mouton theorized that the integrated style (9, 9) of high concern for production and high concern for

people was the ideal style. Their unique contribution to leadership theory was the ability using the grid to map a balanced (5, 5) or moderate style for which former models did not allow. Their Managerial Grid is still widely used today in management training.

Rensis Likert's Leadership Model

Rensis Likert around 1967 developed an approach for looking at organizations which implied a continuum along which organizations could be placed according to the nature of their leadership climate.¹ This continuum he divided into four different bands which he called: System 1--Exploitive-Authoritative, System 2--Benevolent-Authoritative, System 3--Consultive, and System 4--Participative. These four names suggested the type of leader or climate which dominated the organization. In order to determine these four systems of leadership or managerial style in an organization, Likert developed a questionnaire which deals with organizational characteristics such as leadership processes, motivational forces, communication processes, decision-making, goal setting, and control processes. Through an accurate assessment of these characteristics Likert believed he could identify the style which a manager or organization exhibited.

¹Rensis Likert, *The Human Organization: Its Management and Value* (New York: McGraw-Hill, 1967).

Likert's work is still widely used today in industry and business to develop a profile of organizational characteristics. Hoy and Miskel report that Rensis and Jane Likert have recently developed a research instrument which is beginning to be used to assess and measure leadership and management styles in education. They state that "although research in the school setting using the Likert Model is somewhat limited, the framework and its measurement seem potentially significant."¹

William J. Reddin's 3-D Model

The 3-D Model of William J. Reddin is one of the latest style models to be postulated, and much current research in leadership theory uses his model. Reddin's model is different from all earlier models in that he hypothesizes a third dimension in leader behavior to the two previously identified. This third dimension is effectiveness, which his model addresses by integrating the situation with the leadership style. Hence, the three dimensions in leadership theory--Task Orientation, Relationships Orientation, and Effectiveness--give this model its name: 3-D. This model is comprehensive and incorporates the historical forerunners--the Ohio State Studies, the Michigan University Studies, and the Harvard Studies.

¹Hoy, p. 151.

Reddin describes his theory thusly:

They discovered that the two main elements in managerial behavior concerned the task to be done and relationship with other people. They also found that managers sometimes emphasized one and sometimes emphasized the other, and that these two elements of behavior could be used in small or large amounts. For instance, a manager could be very much task-oriented or only a small amount. Also, both behaviors could be used together, task could be used alone, relationships could be used alone,¹ or each could be used to only a small degree.

These two basic dimensions are shown in Figure 3. They are the two independent variables: Task Orientation (TO) and Relationships Orientation (RO). These two variables, as were illustrated in Blake and Mouton's Managerial Grid, may be present in an administrator's style in varying degrees.

Relationships Orientation (RO)	(High RO Low TO)	(High RO High TO)
	(Low RO Low TO)	(Low RO High TO)
Task Orientation (TO)		

Figure 3. The Two Basic Dimensions of the 3-D Model

¹Reddin, p. 11.

Landers, in describing the 3-D Model, says of the two independent variables:

Four combinations of above-average and below-average amounts of task and relationships orientation form four basic styles. Behavior characterized by below-average TO and below-average RO is called the Separated basic style. Behavior characterized by above-average TO and below-average RO is called the Dedicated style. Behavior characterized by above-average RO and below-average TO is called the Related style, and above-average TO combined with above-average RO is called the Integrated style.¹

Consequently, the Reddin model consists of four basic, neutral styles, which are derived from the identification in an administrator of his Task and Relationships Orientation. Reddin says, "These four basic styles represent four types of behavior. Not all types of managerial behavior will fit neatly into these four types, but they are useful as a general framework."² These four styles are shown in Figure 4. In this paradigm the two independent variables, which have been consistently identified in all leadership models, form the basis of the four basic styles of the 3-D Model.

¹Thomas J. Landers, "Administrator Effectiveness--A Comprehensive Behavioral Model." (Paper presented at the annual convention of the Association for Supervision and Curriculum Development, Detroit, Michigan, 5 March 1979.)

²Reddin, p. 205.

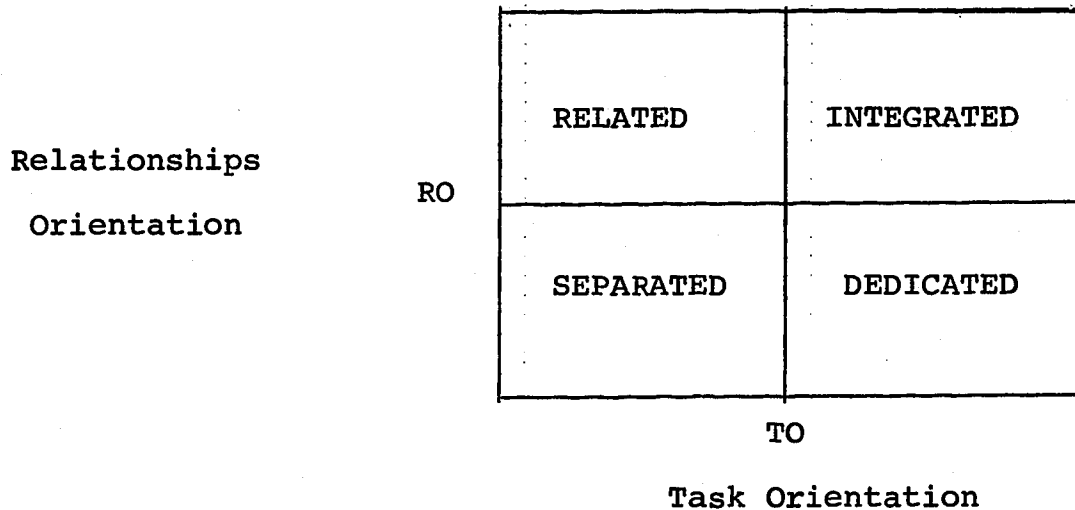


Figure 4. The Four Basic Styles of the 3-D Model

These four basic styles carry no connotation of effectiveness or ineffectiveness. Landers comments on these basic styles saying, "The value of the four basic styles is neutral. When they are used appropriately, matching the demands of a given situation, they become effective styles When they are used inappropriately, they become ineffective styles."¹

Therefore, the third dimension in Reddin's paradigm--Effectiveness--creates an eight-style model with four effective styles--Separated +, Dedicated +, Related +, and Integrated +, and four ineffective styles--Separated -, Dedicated -, Related -, and Integrated -. Figure 5 illustrates the relationship among the effective and

¹Landers.

ineffective components of the four basic styles. These

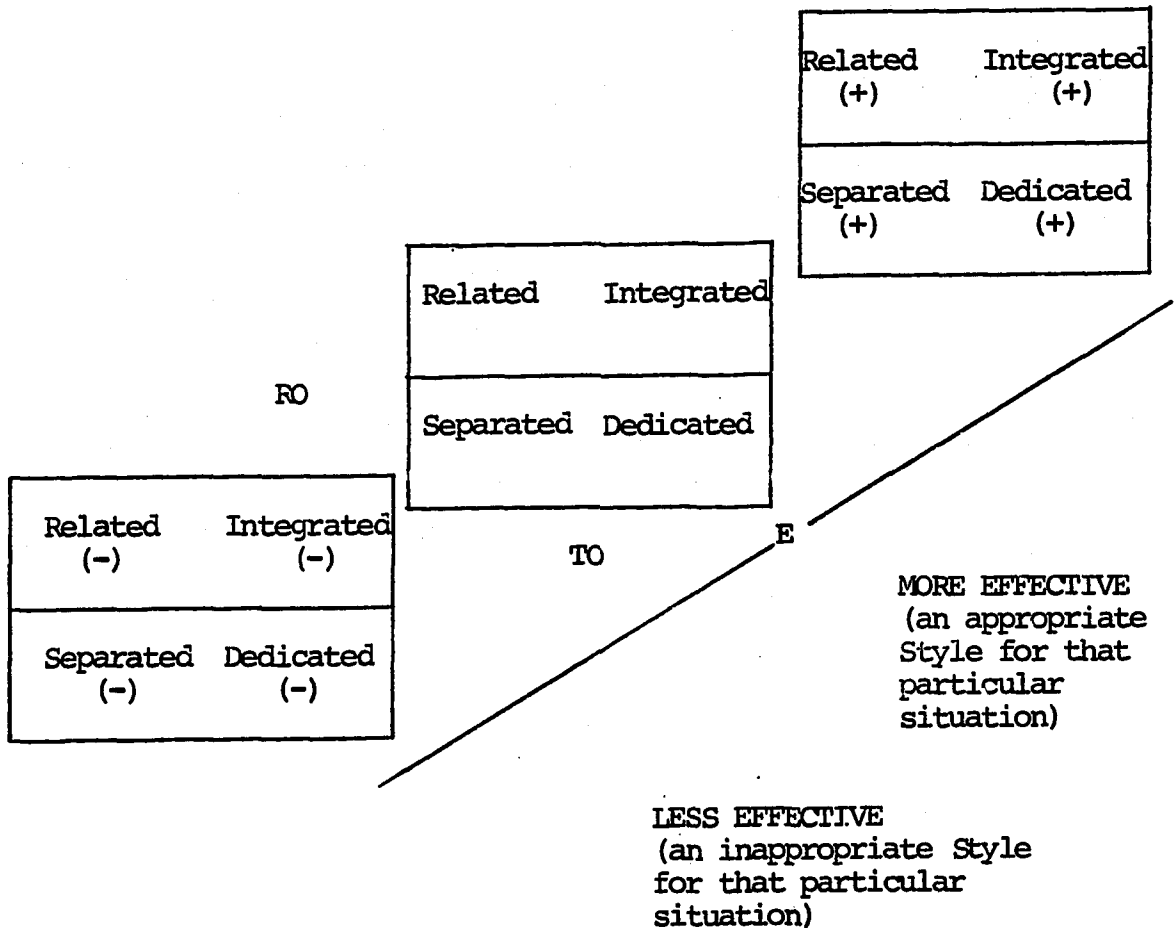


Figure 5. The 3-D Model of Effectiveness

eight styles describe most possible administrative behaviors and encompass all previous behavioral models.

At this point, each of the styles in the model will be described in greater detail. The descriptions of these styles have been paraphrased from Reddin.

The Separated Style

Reddin characterizes the Separated style as cautious, careful, conservative, orderly, accurate, precise, correct, steady, deliberate, patient, calm, modest, and discreet.¹ He says that administrators with the Separated style often prefer to work with paper, procedures, and facts, as opposed to working with people. This style may be characteristic of people who have undergone long training programs, such as accountants and computer specialists.

When an administrator uses the Separated style in the wrong situation, that is ineffectively, it is called the Deserter style or Separated (-). The Deserter is described as "one who often shows his lack of interest in both task and relationships. He is less effective not only because of his lack of interest but also because of his effect on morale."²

An administrator may, however, use the Separated style in the right situation, and this is called the Bureaucrat style or Separated (+). The Bureaucrat is seen as successful because "he follows the company rules, maintains an air of interest, and gets less personally involved in the problems of others."³

¹Reddin, p. 208.

²Ibid., p. 209.

³Ibid., p. 213.

The Related Style

The Related style is a people-oriented style. Administrators with this style place a great emphasis on the personal well-being of their employees. Reddin says that the Related administrator emphasizes personal development, long conversations with employees, and a secure work atmosphere.¹ The Related administrator has a low concern for task.

When the Related style is used in the wrong situation, and therefore ineffectively, it is called the Missionary style or Related (-). This style is characterized as being weak, avoiding initiation and conflict, and giving no direction to employees.² However, the Related style when used in the right situation is called the Developer style or Related (+). This effective style is often found in successful administrators of personnel functions and training organizations. It is characterized by people who work well with others and have open and trusting relationships.

The Dedicated Style

The Dedicated style is characterized as high concern for task and low concern for people. The Dedicated administrator is determined, aggressive, confident, busy, driving, initiating, self-reliant, independent, and

¹Ibid., p. 215.

²Ibid., p. 217.

ambitious.¹ When the Dedicated style is used ineffectively, it is called the Autocrat style or Dedicated (-). The Autocrat has little respect for the abilities of employees. He sees himself as powerful and knowledgeable.

The Dedicated style can be used in the right situation, and therefore effectively. This is called the Benevolent Autocrat style or Dedicated (+). Reddin says that the Benevolent Autocrat is "concerned about, and effective in, obtaining high production in both the short and long run. His main skill is in getting other people to do what he wants them to do."²

The Integrated Style

The Integrated style consists of a combination of high task and high people orientation. Reddin describes the Integrated style thusly:

The integrated manager wishes to structure things so there is a highly cooperative approach toward the achievement of organizational goals. He develops skills in what are essentially personal task orientation to produce effectiveness. The integrated manager uses a variety of participative techniques. Through them he attempts to flatten his power differential with respect to subordinates, make his authority less personal, and obtain his subordinates' commitment to decisions and changes.³

¹Ibid., p. 224.

²Ibid., p. 226.

³Ibid., p. 230.

When the Integrated style is used inappropriately, it is called the Compromiser style or Integrated (-). This style is characterized by ambiguity and weakness. The Integrated style when used effectively is called the Executive style or Integrated (+). The Executive administrator stresses teamwork and commitment to organizational objectives. The Executive, Reddin says:

. . . welcomes disagreement and conflict over task problems. He sees such behavior as necessary, normal, and appropriate. He does not suppress, deny, or avoid conflict. He believes that differences can be worked through, that conflict can be solved, and that commitment will result when both are done.¹

These eight managerial styles derived from the four basic styles compose the essence of William Reddin's 3-D Model. A tabular listing of the main indicators for each of the basic styles, as well as a cross-reference to other major theories, is provided in Appendix A.

Reddin's theory has been adapted to educational administrators by Thomas J. Landers and Mary K. Reddin in their "3-D Theory of Educational Administrator Effectiveness."² Their paradigm includes the same style as detailed by William J. Reddin, but the instrument used to

¹Ibid., p. 233.

²William J. Reddin, Thomas J. Landers, and Mary K. Reddin, The Effective Educational Administrator (Unpublished book manuscript).

measure administrative styles of education has been changed to fit the technology of the job. Landers and Mary K. Reddin call their instrument the Educational Administrative Style Diagnosis Test, whereas William J. Reddin called his instrument the Management Style Diagnosis Test. William J. Reddin used his instrument to measure the styles of managers in business, industry, and government. The basic structures of the two tests are, however, the same.

One main difference between the Reddin model and all previous models was Reddin's rejection of the "ideal style" concept. Reddin found that all four basic styles occurred in the population in an equal distribution and that all four styles could be effectively or ineffectively used.¹ Effectiveness became the independent variable in Reddin's 3-D Model.

The American University Studies

The Reddin model has been used in nine research studies at The American University since 1975, and Landers summarizes the following conclusions:

1. The Educational Administrative Style Diagnosis Test (EASDT) is a reliable and valid instrument.
2. The theoretical constructs of the 3-D Model--TO, RO, and E--are sound.

¹Reddin, p. 250.

3. No reason has emerged to question the general accuracy and usefulness of the behavioral characteristics attributed to the various styles.
4. The invalidity of the "ideal style" concept was confirmed by the fact that all four basic styles were used in both effective and ineffective situations.
5. None of the studies found women to be less effective than men. There is no significant correlation between sex and effectiveness.
6. There is some reason to believe that organizational climate and other situational variables in the local school are determinants of effective styles.
7. Significant correlation was found between the effective use of the basic styles and high job satisfaction.¹

Consequently, The American University Studies conclude that the 3-D Model has proved an effective and useful paradigm for graduate research in educational administration.

Other Pertinent Studies

A search of the literature failed to reveal any studies on administrative styles of English-as-a-Second-Language administrators. The above-mentioned studies at The American University using the 3-D Model focused on other educational administrators. The literature search did

¹Landers. These conclusions have been paraphrased from Landers' article.

reveal some background information which is indirectly applicable to the present study. These shall be reviewed briefly.

Escobar and Daugherty Work

Escobar and Daugherty¹ have published a handbook dealing with ESL administration. Particularly relevant to the present study is their list of qualifications which all ESL administrators should possess. They identify these as follows:

1. Previous adult administration experience
2. Previous ESL teaching or administrative experience
3. Flexibility in working with staff and community service work
4. Background experience and knowledge of funding agencies and requirements
5. Background experience and knowledge in proposal writing
6. Background experience and knowledge in materials development and selection
7. Experience and training in staff development.²

TESOL Certification Guidelines

The TESOL organization has not formulated guidelines for the certification of ESL administrators, but it did publish guidelines for the certification and preparation of ESL and EFL teachers, which have direct impact on

¹Joanna Sculley Escobar and John Daugherty, Handbook for the ESL/ABE Administrator (Arlington Heights: Bilingual Education Service Center, 1975).

²Ibid., p. 28.

administrators.¹ The purposes of these guidelines are threefold: (1) to define the role of the ESL professional educator, (2) to describe the personal qualities and professional competencies needed in the role, and (3) to clarify the objectives and features of a teacher education program which will develop ESL teachers of high professional ability. It is logical to assume that these guidelines for ESL teachers are also basic preparation for one who aspires to ESL administration.

CAL Guidelines for Bilingual-Bicultural Education

The Center for Applied Linguistics in 1974 published guidelines for the preparation and certification of teachers of bilingual-bicultural education.² These guidelines are formulated under the following areas: personal qualities needed by the teacher, language proficiency required, linguistic knowledge, cross-cultural understanding, knowledge of instructional methods, ability to utilize and adapt curriculum, assessment knowledge and ability, knowledge and skill in school-community relations, and supervised teaching experience.

¹William E. Norris, Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States (Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975).

²Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education (Arlington, Va.: Center for Applied Linguistics, 1974).

These guidelines for teachers one would assume also to be basic preparation for potential administrators of bilingual programs. Some bilingual programs are administered concurrently with ESL programs.

George Wilcox Study

George K. Wilcox¹ at the University of Colorado conducted a study in 1979 to determine the background and preparation of ESL program administrators in the Colorado area. His respondent group was identified from the membership of COTESOL (Colorado Teachers of English to Speakers of Other Languages), and his study was a descriptive survey. From the responses, he developed recommendations for ESL program administrators' selection and preparation. Under the area of educational administration, Wilcox recommends from his study that ESL administrators have academic or work experiences in the following: (1) administrative theory, (2) business management, (3) work planning, (4) personnel management, (5) school-community relations, and (6) computer applications.²

Wilcox further recommends that ESL administrators have training in TESOL methodology, applied linguistics, curriculum development, placement and test evaluation,

¹Wilcox.

²Ibid.

overseas experience, knowledge of immigration procedures, and knowledge or experience of other cultures. Under the heading of "personal qualities" of the ESL administrator, Wilcox recommends that the administrator possess qualities which show him to be task oriented and people oriented. He suggests that the administrator be both assertive and receptive, as well as open and empathetic.¹

Wilcox concludes his paper with the hope that his study will be an initial step in the profession's adopting a set of guidelines for the preparation of ESL administrators. As such, his study is a forerunner of this present study on administrative styles. The recommendations made by Wilcox on personal qualities needed in ESL administrators merge closely on the crux of the 3-D Model.

Some Other Relevant Works

A few minor works touch on this field and deserve mention. One classic work in the field was English Overseas: Guidelines for the American Effort in Teaching English as a Second Language.² This short work outlined the requirements for an ESL program including program planning, coordination, and manpower needs. It overviewed the role the ESL administrator had to play in an overseas

¹ Ibid.

² English Overseas: Guidelines for the American Effort in Teaching English as a Second Language (Washington, D.C.: Center for Applied Linguistics, 1961).

teaching project and was one of the first works to deal with the total ESL program.

Gay in a 1975 article suggested requirements for the staff of an intensive English program. He says:

The director of the program should have at least an M.A. degree in linguistics, applied linguistics, or TESL/TEFL, or the equivalent (which may be defined as a minimum of two years experience as a full-time faculty member in a program in ESL/EFL, either in the United States or in a binational center or comparable academic agency outside the United States.) The director should have administrative experience or training.¹

Gay also recommended that the director and core faculty of an intensive English program hold regular faculty or administrative appointments, if the ESL program was administered by a college or university. This has become a critical issue in the ESL profession.

Jarvis and Adams² suggest that one essential skill for an ESL administrator to possess is the ability to design, conduct, and report evaluations of the total ESL program. This includes setting objectives, describing philosophical and methodological components of the program, measuring program outcomes, and making and executing personnel decisions about the program staff. They indicate a

¹Bill Gay, "That's What ESL Programs are Made Of," NAFSA Newsletter (June 1975), p.8.

²Gilbert A. Jarvis and Shirley J. Adams, Evaluating a Second Language Program (Arlington, Va.: Center for Applied Linguistics, 1979).

knowledge of evaluation models/designs is an essential requirement for ESL administrators.

Inman¹ conducted a detailed study of multinational corporations and identified the use of English instructors and training administrators in these organizations. Her work has significance for ESL administrators seeking careers with international concerns.

Streiff² has suggested evaluation criteria for ESL programs, and Robinett³ has developed a paradigm for classifying "instrumental" ESL programs. Wardhaugh⁴ gives an overview of the contributions of various disciplines to the profession and makes suggestions for ESL teacher preparation. Epstein⁵ has compiled a valuable resource book for ESL administrators concerned with the implication of recent Supreme Court decisions and U. S. Department of Education

¹Marianne Inman, Foreign Languages, English as a Second/Foreign Language, and the U.S. Multinational Corporation (Arlington, Va.: Center for Applied Linguistics, 1978).

²Paul Streiff, "Some Criteria for the Evaluation of TESOL Programs," TESOL Quarterly 4 (December 1970): 365.

³Betty Wallace Robinett, "The Domains of TESOL," TESOL Quarterly 6 (September 1972): 197.

⁴Ronald Wardhaugh, "TESOL: Our Common Cause," TESOL Quarterly 6 (December 1972): 291.

⁵Noel Epstein, Language, Ethnicity, and the Schools: Policy Alternatives for Bilingual-Bicultural Education (Washington, D.C.: Institute for Educational Leadership, 1978).

regulations on bilingual education. Finally, Blatchford¹ has compiled a directory of teacher preparation programs which ESL administrators will find useful.

Conclusion

No significant body of literature exists on the analysis of ESL administration, and a literature search failed to reveal any work on administrative styles of ESL directors. It is a barren field. On the other hand, much has been written about styles of other administrators. Many models exist for studying administrative behavior in organizations. Some of the most significant models and theorists were reviewed at the outset of this Chapter. Then, a detailed look at the 3-D Model of William J. Reddin was presented. The four basic styles of his model--the Separated, Dedicated, Related, and Integrated--were summarized with paraphrases from Reddin's own descriptions of these managerial styles. The use of the 3-D Model in studying educational administrators at The American University was capsulized, and significant findings which bear on this study from the previous research were identified. Then, an overview of some tangential works in ESL concluded the Chapter, including a significant study done in

¹Charles H. Blatchford, ed., Directory of Teacher Preparation Programs in TESOL and Bilingual Education 1978-1981 (Washington, D.C.: Teachers of English to Speakers of Other Languages, 1979).

1979 which attempted to define some variables in ESL administration.

With this summary of related literature placed in context, it is now time to look closely at the research design and methodology used in the present study.

CHAPTER III

METHODOLOGY AND PROCEDURES

Sampling Method

The method used in this research was simple random sampling. The study was delimited to ESL administrators in American colleges and universities. The sample was stratified geographically but not on any discrete variables. An assumption was made that ESL administrators would be dispersed in the population in a proportion close to that of ESL teachers. This is true in other types of educational administration. If, for example, the Southwest has 30 percent of all ESL teachers in the nation, it was assumed that 30 percent of the ESL administrators would also be there. To check this assumption, geographical analysis of the TESOL membership was conducted. This analysis was based on the membership as of June 1, 1979 and was limited to TESOL members in the United States. Table 1 shows the distribution of TESOL members by geographic area. A further breakdown of each geographic area is provided in Appendix B. This geographic analysis is provided to show the representativeness of the sample to the total population.

TABLE 1

GEOGRAPHIC DISTRIBUTION OF TESOL MEMBERS

Area	Number	Percent
New England	499	9
Mid-Atlantic	1974	34
South	352	6
Midwest	908	16
Southwest	1802	31
Northwest	199	4
Total	5734	100%

In order to obtain a sample of ESL administrators that reflected the geographic distribution of TESOL membership in the United States, a computer run was done by NAFSA of all its members in higher education within the United States. This run produced 626 names. However, from the titles, it was obvious that many of these individuals were not administrators of ESL programs. Therefore, a hand analysis was done of the 626 names, and it was determined that 191 of these individuals either were ESL administrators or could possibly be ESL administrators because of their job titles. All remaining NAFSA members from the computer run of higher education members were immediately eliminated from the study.

Then, a hand analysis was performed of the 1979 TESOL Membership Directory.¹ It was determined that of the 5,734 TESOL members in the United States only 429 had indicated their level of work to be administration. All remaining TESOL members were immediately eliminated from the study. Of these 429 individuals who worked in administration, a further analysis was performed to determine which ones worked in colleges and universities, since this study had been delimited to this level of administrators. This analysis eliminated 220 of the original 429, leaving 209 TESOL members who fit the criteria for this research study.

At this point, a cross-reference was performed between the 209 TESOL members and the 191 NAFSA members to determine duplication. As a result, 25 names were found on both lists, and this was corrected, leaving a total population for the study of 375. A geographical breakdown of these 375 names was performed to determine how closely this population of administrators compared with the total TESOL membership. Table 2 shows the geographic distribution of these 375 identified administrators. A further breakdown of each geographic area is provided in Appendix C.

¹TESOL Membership Directory 1979 (Washington, D.C.: Teachers of English to Speakers of Other Languages, 1979), p. 145. This directory has been coded for each member to indicate his level of work; however, some members' codes were missing. These members were not included in the study.

TABLE 2

GEOGRAPHICAL DISTRIBUTION OF ESL ADMINISTRATORS

Area	Number	Percent
New England	24	6
Mid-Atlantic	105	28
South	45	12
Midwest	65	17
Southwest	119	32
Northwest	17	5
Total	375	100%

Table 3 below shows the comparison of percent of ESL administrators surveyed with percent of TESOL members.

TABLE 3

COMPARISON OF ESL ADMINISTRATORS WITH
TESOL MEMBERS BY GEOGRAPHIC AREA

Area	Percent of TESOL Members	Percent of ESL Administrators
New England	9	6
Mid-Atlantic	34	28
South	6	12
Midwest	16	17
Southwest	31	32
Northwest	4	5
Total	100%	100%

From the foregoing it is apparent that the geographic distribution of the 375 administrators was close to the proportionate distribution of the total TESOL population.

Since time permitted, it was decided to survey all of the 375 identified ESL administrators. No further stratification of the sample was performed. This was a true random sample since every subject in the population had an equal chance of being surveyed. It was assumed that there was true independence in the survey sample, that is, the presence or absence of a characteristic in one subject in no way influenced the presence or absence of the characteristic in any other subject.

The EASDT

The instrument selected for this research study was the EASDT, which was originally developed by Mary K. Reddin and William J. Reddin as a research tool to gather data on educational administrators' perceptions of their own administrative style. The test makers have since defined the purpose of the EASDT to be that of a training instrument for use in management seminars to help educators gain insight into their administrative styles.¹

¹William J. Reddin, "User's Guide to the EASDT," Washington, D.C., 1975. (Mimeographed.)

The EASDT contains fifty-six pairs of statements and asks the respondents to choose that statement from each pair which better describes their behavior. The respondent is asked to make a choice in every pair of statements even if both choices seem unacceptable. This is a projective-type test commonly used in psychological measurement to describe human behavior. Each statement in the EASDT represents a characteristic associated with one of the eight administrative styles of the 3-D Model. Each statement also represents a situational element from educational administration, such as communication, co-workers, subordinates, superiors, evaluation, teamwork, controls, students, or conflicts.¹

The design of the test is such that a style may be chosen a maximum of fourteen times or a minimum of zero. Consequently, after the EASDT is scored for each respondent, a raw score is computed for each of the eight styles. These scores may vary from 0 to 14, and they are unadjusted. The test makers provide adjustment factors for each style, which are based upon their norming data. These adjustment factors are as follows: Separated-Minus: (+2); Related-Minus: (+2); Dedicated-Minus: (+2);

¹William J. Reddin and Mary K. Reddin, "Educational Administrative Style Diagnosis Test--Explanatory Document," Washington, D.C., 1973. (Mimeographed.)

Integrated-Minus: (0); Separated-Plus: (0); Related-Plus: (-2); Dedicated-Plus: (-1); Integrated-Plus: (-2).

In addition to the score for each of the eight styles, each respondent receives a score on TO, RO, and E. The TO score is derived from the total number of statements chosen from the Integrated and Dedicated basic styles--both of which are defined as being high in Task Orientation. The RO score is derived from the total number of statements the respondent chose from the Integrated and Related basic styles--both of which are high in Relationships Orientation. The Separated style which is low in both TO and RO does not contribute to either score. The E score is derived by adding the scores for the four effective styles. The test is designed such that the range of both TO and RO scores for an individual respondent is between 12 and 44. When TO is high, the RO will be low and conversely. The E score will also range between 12 and 44. These are unadjusted raw scores, and the test authors provide conversion scales for them.

The adjusted raw score for the eight styles provides the respondent with his Dominant Administrative Style. This is any style on which he scores 11 or more. The 11 represents the 90th percentile, which is obtained from the norming data. Scores above 11 on any one style are considered particularly significant. A Style Synthesis can be obtained by averaging the styles used. This is

valuable when no single Dominant Style is apparent. The test research data indicate that in the past, 70 percent of the managers who took the MSDT had a single Dominant Style and a single Supporting Style, whereas 20 percent had a Double Dominant Style. Six percent were reported as having no discernible Dominant Style on the EASDT.¹ Bandy in reporting her results from the test, using elementary principals, found that 73 percent had a single Dominant Style, 20 percent had a Double Dominant Style, and 7 percent had no Dominant Style.²

Reddin says of the MSDT:

It measures a manager's perception of his managerial style in the job he now has. For instance, the test does not tell a manager he is an 'autocrat,' only that he himself describes his behavior that way in the job he now has. Managers who change their job and answer the test a second time will probably score differently on the test. This will reflect simply that since the job demands have changed, so has the style to deal with them.³

Consequently, the data obtained in this research with the EASDT must be viewed in light of these limitations which the test authors have identified. A copy of the EASDT and

¹William J. Reddin, Manual for the Management Style Diagnosis Test (Fredericton, Canada: Organizational Tests Ltd., 1974). The norming data for the MSDT is also used in interpreting the EASDT.

²Lynn S. Bandy, "Relationship of Perceived Administrative Styles of Elementary Principals and Selected Situational Variables," (Ed. D. dissertation, The American University, 1976), p. 74.

³Reddin, Manual for the Management Style Diagnosis Test, p. 4.

an individual score sheet are included in Appendix D.

The ESL Administrator Survey

In order to collect data about the situational variables in ESL administration, a survey instrument was constructed and appended to the EASDT. This instrument, called The ESL Administrator Survey, is included in Appendix E.

The construction of the survey instrument followed a review of the scarce literature on ESL administration and personal discussions with James Alatis, Executive Secretary of the TESOL organization. Alatis¹ saw several variables in ESL administration which might influence administrative style. These are summarized by the researcher as follows:

1. Overseas experience prior to becoming an administrator
2. Past administrative experience
3. Difference between the academic preparation of pure linguistics and applied linguistics
4. Testing experience and/or training
5. The reporting structure of the ESL department in the college or university
6. Stature of ESL personnel in relation to rank and tenure in the university

¹Interview with James E. Alatis, Dean of School of Languages and Linguistics, Georgetown University, Washington, D.C., 23 June 1980.

7. Influence of linguistic training on personality of the administrator
8. Diversity of academic preparation in the ESL profession and among ESL administrators
9. Ability to communicate cross-culturally
10. Personal flexibility of the administrator
11. Quality of the ESL program in relation to the academic background of the administrator
12. Interdisciplinary preparation of some administrators.

Based upon these inputs from Alatis, the researcher constructed a questionnaire which would solicit as much data as possible from the respondents. The researcher was aware that more data were being obtained in the survey instrument than was originally proposed. However, the Fourth Subproblem in the research design was to determine if a relationship exists between the Dominant Administrative Style of ESL administrators and selected situational variables in ESL administration. Thus, the inclusion of specific questions in The ESL Administrator Survey seemed reasonable. The responses to some questions on the instrument were not tabulated and, therefore, have not been included in the data analyses.

The EASDT, with the appended ESL Administrator Survey, was mailed to the 375 identified administrators on July 14, 1980. The cover letter accompanying the Survey and EASDT is included in Appendix F. On September 8, 1980

a follow-up letter was mailed to the 254 administrators who had not responded by that date. This follow-up letter is included in Appendix G.

The Criteria for Admissibility of Data

Response data admitted into this study were carefully screened to insure that the research delimitations were met. Only responses from those persons who currently engage in ESL administration were acceptable. Responses were screened for this criterion with Questions #1 and #2 on the ESL Administrator Survey. If a respondent indicated in Question #1 that he was not presently engaged in ESL administration, his response was omitted from the results. Likewise, Question #2 asked the number of ESL/EFL teachers supervised by the respondent. When the answer was zero, then the respondent was omitted from the study, as the definition of an ESL administrator in this study was an educator who supervised at least one other teacher.

Respondents who met the above criteria, but who did not complete the EASDT by choosing either an "A" or "B" for each of the fifty-six pairs of statements, were also eliminated from the study. Failure to complete the EASDT as specified in the instructions immediately invalidates the results of that respondent; consequently, these responses were not used in the study.

Respondents who indicated in Question #4 of the

Survey that they do not work in a college or university, either directly or in an adjunct capacity, were also eliminated from the study in accordance with the original delimitation.

Responses received after October 3, 1980 were not included in the data analysis for this study. It is assumed that these responses represent the same population as the ones in the analyses.

Treatment of the Data

Subproblem One. The first subproblem was to determine the Dominant Administrative Styles of ESL administrators, using the EASDT.

All acceptable answer sheets were scored by hand, using the test makers guidelines for scoring the EASDT. This scoring resulted in eight raw scores, which represented each respondent's score on each of the eight administrative styles in the model. To these eight raw scores, the correcting factors from the norming data, identified earlier in this Chapter, were added or subtracted. At this point a score of eleven or more on any one style category indicated a Dominant Administrative Style. For each respondent, his Dominant and Supporting Styles were determined. Not everyone had a Dominant or Supporting Style, and some respondents had more than one Dominant or Supporting Style. This, too, was determined.

After all answer sheets were scored in this manner, a frequency distribution was constructed to show the occurrence of each Dominant Administrative Style in the sample. Also, a frequency distribution was constructed to show the occurrence of Double Dominant and no Dominant Administrative Styles.

The data were then interpreted by comparing the results of the frequency distribution to the expected results that would have occurred by chance in the population. The test authors indicated that all eight styles had an equal chance of occurring in the population at large. Therefore, a Chi-square test was performed to determine whether the expected frequencies differed from those observed for ESL administrators whose responses were included in the study. From this analysis, subproblem one was answered.

Subproblem Two. The second subproblem was to determine whether ESL administrators are more Task Oriented or Relationships Oriented as measured by the EASDT.

To compute the data needed for this subproblem, TO and RO scores were derived for each respondent in the manner indicated above. In order to generalize about the total sample, a mean was computed for both the TO and RO. This statistic described the central tendency of Task

Orientation and Relationships Orientation among ESL administrators in the study.

In order to determine if these mean scores were significantly different from the expected means for the population at large and from the mean scores of other educational administrators, a t test was performed to answer subproblem two.

Subproblem Three. The third subproblem was to determine whether ESL administrators as a group have a pattern of administrative styles which differs from that of educational administrators in general, as measured by the EASDT.

To answer this subproblem a difference-of-proportions test was performed with data obtained from previous American University research on administrative styles of educational administrators. The number of persons among the total groups having each administrative style was converted to a percentage value, and these values compared using the test statistics. Further analyses were done using Chi-square tests to determine differences among groups.

Subproblem Four. The fourth subproblem was to determine if there was any relationship between the Dominant Administrative Styles of ESL administrators and selected situational variables.

The data for answering this subproblem were obtained

simultaneously with the data from the EASDT. All respondents who returned the EASDT answer sheet also returned the ESL Administrator Survey, although the converse of this was not true. An analysis of each ESL Administrator Survey returned with a completed EASDT was performed by hand, and a tally derived for variables. To test for differences among various sub-groups within the sample of ESL administrators, Chi-square tests were performed. Frequency distributions were constructed for the Dominant Administrative Styles for each identified variable, and inferences were based upon the computed test statistics about the effect of selected variables upon administrative style of ESL administrators.

Conclusion

The research methodology used in this study could best be described as a descriptive survey, although some manipulations of the data have connotations of an analytical survey. The data collected with the ESL Administrator Survey are nominal scale data, but from the EASDT ordinal scale data were obtained. These data should not be viewed as interval scale because the level of measurement on the EASDT does not truly reflect numerical differences between two observations. That is, one cannot say that an administrator with a score of 10 for the Separated + style has twice as much of this characteristic as the administrator

with a score of 5 on the same style. This concept was basic to the construction of the EASDT. Consequently, the test makers instruct the users to consider a Dominant Style only for those categories in which the respondent scored 11 or higher. The intervals between the numerical scores on the EASDT are not equidistant. Therefore, the level of measurement does not reach the interval scale.

Now that the sampling procedure and data analysis techniques have been reviewed, it is time to look at the data which were obtained from this research and the analyses of those data for each subproblem.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

Restatement of the Problem

This research problem was to identify and evaluate the Dominant Administrative Style (DAS) of a sample of English-as-a-Second-Language administrators, using the Educational Administrative Style Diagnosis Test (EASDT), and to determine if any relationship exists between these identified administrative styles and selected situational variables in ESL administration.

Analysis of the Sample Return

In Chapter III a detailed analysis of the sampling methodology and procedure was presented. A total of 375 identified ESL administrators comprised the research sample. The total return as of October 3, 1980 was 148, which represented 40 percent of the original mail-out.¹ In the screening process, however, 45 of these respondents had to be eliminated from the study, strictly following the criteria for admissibility of data outlined in Chapter III.

¹Five of the original 375 surveys mailed out were returned because the addresses were no longer current, and no forwarding addresses were available. Therefore, it is assumed that the surveys reached 370 individuals.

Some comment about these responses will be reserved for the conclusions and limitations discussed in Chapter V. Therefore, the data analysis was performed on the responses of 103 ESL administrators in colleges and universities within the United States. All of these 103 administrators are presently engaged in ESL administration and have supervisory responsibility over at least one ESL teacher.

A geographic distribution of the 103 respondents in the final study was performed to determine how representative these 103 were of the total country. Table 4 below shows the geographic distribution of the final respondent group used in this study.

TABLE 4
GEOGRAPHIC DISTRIBUTION OF FINAL SAMPLE

Geographic Area	Number of Responses Used in the Sample	Percent of Total Sample
Northwest	7	6.80
New England	7	6.80
Mid-Atlantic	16	15.53
South	11	10.68
Midwest	19	18.45
Southwest	43	41.75
Total	103	100%

A further analysis was performed to determine how this geographic distribution of the final sample compared with the original distribution of the 375 identified ESL administrators. Table 5 below shows the percent of returns by geographic area for the 103 respondents used. As is indicated in Table 5 the total percent of respondents used in the study from those originally identified was 28 percent (27.47%).

TABLE 5
GEOGRAPHIC COMPRAISON OF FINAL SAMPLE
WITH ORIGINAL DISTRIBUTION

Geographic Area	Number of Surveys Sent Out	Number of Surveys Used in Final Study	Percent of Return By Area
Northwest	17	7	41.18
New England	24	7	29.17
Mid-Atlantic	105	16	15.24
South	45	11	24.44
Midwest	65	19	29.23
Southwest	119	43	36.13
Total	375	103	27.47%

As is shown in Table 6 below, this distribution of the final sample compares favorably with the distribution of TESOL members and ESL administrators in the country. A Chi-square test was performed on the geographic distribution

of the final sample with the original distribution, and there was no difference at the .05 level ($\chi^2 = 8.37$, 5 df). This means the final sample of 103 represents the same geographic distribution as the original 375.

TABLE 6

COMPARISON OF THE GEOGRAPHIC DISTRIBUTION OF THE
FINAL SAMPLE WITH THE ORIGINAL DISTRIBUTION OF
TESOL MEMBERS AND ESL ADMINISTRATORS

Geographic Area	Percent of Total TESOL Members	Percent of Total ESL Administrators	Percent of Respondents Used in Final Sample
Northwest	3.47	4.59	6.80
New England	8.70	6.48	6.80
Mid-Atlantic	34.42	28.37	15.53
South	6.13	12.00	10.68
Midwest	15.83	17.33	18.45
Southwest	31.42	31.73	41.75
Total	100%	100%	100%

Data Analysis for Subproblem One

The first subproblem was to determine the Dominant Administrative Style (DAS) of ESL administrators, using the EASDT. After the 103 responses were scored, the following frequency distribution was constructed:

TABLE 7

UNADJUSTED FREQUENCY DISTRIBUTION OF
DAS OF ESL ADMINISTRATORS

Style	Number	Percent
Separated +	19	18
Separated -	1	1
Related +	0	0
Related -	18	18
Dedicated +	3	3
Dedicated-	0	0
Integrated +	1	1
Integrated -	2	2
Double Dominant	4	4
No Dominant	55	53
Total	103	100%

Since 53 percent of the respondents did not have a score of 11 or more on any one style, the Style Synthesis had to be used for these 55 responses. The Style Synthesis is an average of all styles used, and it can be used to reflect the person's Dominant Administrative Style when no one Dominant Style emerges. Likewise, the Style Synthesis was used for the 5 individuals who had Double Dominant styles. Following this analysis, the frequency distribution in Table 8 was constructed, which shows the Dominant Administrative Style

(DAS) for ESL administrators as measured in this research study.

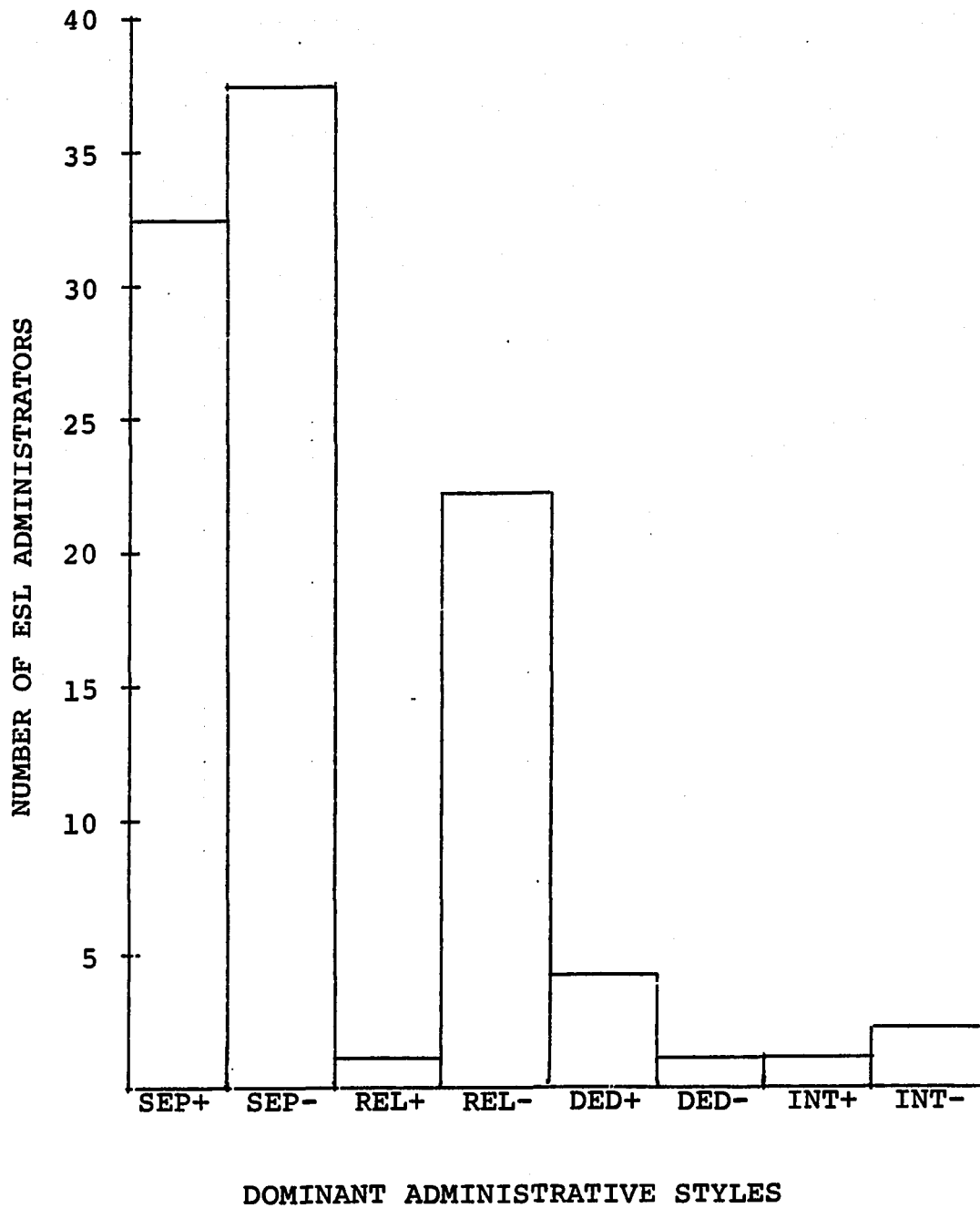
TABLE 8
DOMINANT ADMINISTRATIVE STYLES
OF ESL ADMINISTRATORS

Style	Number	Percent
Separated +	33	32.04
Separated -	38	36.89
Related +	1	0.97
Related -	23	22.33
Dedicated +	4	3.88
Dedicated -	1	0.97
Integrated +	1	0.97
Integrated -	2	1.94
Total	103	100%

In order to determine the probability of this distribution occurring by chance, a Chi-square test was performed with the expected frequencies, given the test maker's assumption that all eight styles have an equal chance of occurring in the population at large. This χ^2 was 67.249 which was significant at the $p < .001$ level (df 7, 24.322), meaning that this distribution had only a .001 probability of occurring by chance. In order to view this distribution of DAS, the following bar chart was constructed:

ILLUSTRATION 1

BAR CHART OF DAS OF ESL ADMINISTRATORS



From this bar chart, it is obvious that ESL administrators as a group tend to have a Separated style (68.93 percent), which is low in both Relationships Orientation and Task Orientation. Consequently, the first hypothesis of this study, that ESL administrators would have a pattern of Dominant Administrative Styles which was high in Relationships Orientation, must be rejected.

Data Analysis for Subproblem Two

The second subproblem was to determine with data from the EASDT whether ESL administrators are more Task Oriented or Relationships Oriented.

The mean TO score for the 103 respondents was 26.534 (SD = 2.8889). The mean RO score was 28.233 (SD = 3.2116). From these statistics, a difference-of-means test was performed to determine if there was a significant difference between these two scores. The calculated t was -3.9723, and the tabled t at the .05 level was -1.96. Consequently, the conclusion is that there is a difference between these two means and that ESL administrators have a higher Relationships Orientation than Task Orientation, as measured by the EASDT in this research study.

Data Analysis for Subproblem Three

The third subproblem was to determine whether ESL

administrators as a group have a pattern of Dominant Administrative Styles which differs from that of educational administrators in general.

The data obtained in this research study, after statistical procedures were performed, were compared with data obtained in previous research at The American University. This previous research had also used the EASDT to measure administrative styles of educational administrators. The two studies used for comparative purposes used elementary principals, secondary principals, and headmasters of private schools as the respondent groups.

Table 9 below compares the percent of Dominant Administrative Styles obtained in studies by Welch¹ and Bandy² with the percent from the present study.

¹David F. Welch, "A Comparative Study of the Administrative Styles of Public and Independent School Principals and Headmasters" (Ed.D. dissertation, The American University, 1976).

²Lynn S. Bandy, "Relationships of Perceived Administrative Styles of Elementary Principals and Selected Situational Variables" (Ed.D. dissertation, The American University, 1976).

TABLE 9

COMPARISON OF DAS OF ESL ADMINISTRATORS WITH
OTHER EDUCATIONAL ADMINISTRATORS

DAS	Percent			
	ESL Admin- istrators	Elementary Principals	Secondary Principals	Head- masters
Separated +	32.04	13.15	10.81	5.10
Separated -	36.89	0.27	0.00	4.08
Related +	0.97	22.19	20.27	24.49
Related -	22.33	4.38	12.16	14.29
Dedicated +	3.88	14.52	16.22	14.29
Dedicated -	0.97	1.92	12.16	5.10
Integrated +	0.97	34.80	28.38	22.45
Integrated -	1.94	8.77	0.00	10.20
Total	100%	100%	100%	100%
N =	103	365	74	98

In order to test for significant differences between the distribution of styles of ESL administrators and other educational administrators, Chi-square tests were performed.

In each of the three tests performed the ESL distribution was compared respectively to the elementary principals, the secondary principals, and the headmasters of private schools. In each test the degrees of freedom

were equal to 7, and the tabled χ^2 equalled 14.067 at the .05 level of significance. The results of the three tests were as follows:

1. Between ESL administrators and elementary principals:

$$\chi^2 = 954.68$$

2. Between ESL administrators and secondary principals:

$$\chi^2 = 102.15$$

3. Between ESL administrators and headmasters: $\chi^2 = 104.21$.

Therefore, the conclusion is that ESL administrators have a different pattern of Dominant Administrative Styles from other educational administrators, as measured in this research study.

Data Analysis for Subproblem Four

The fourth subproblem was to determine if there was any relationship between the Dominant Administrative Styles of ESL administrators and selected situational variables in ESL administration.

The results of the ESL Administrator Survey from the 103 respondents are summarized below. Table 10 shows the breakdown of academic degrees for ESL administrators, as observed in this study.

For comparative purposes, the M.A. degrees, M.Ed. degrees, M.A.T. degrees, and A.B.D. respondents were all grouped into one category so that there emerged three distinct groups: the bachelors, the masters, and the doctorates.

TABLE 10
ACADEMIC DEGREES OF ESL ADMINISTRATORS

Degree	Number	Percent
Ph.D.	31	30.09
A.B.D. *	6	5.83
M.A.	51	49.52
M.A.T.	3	2.91
M.Ed.	3	2.91
B.A.	9	8.74
Total	103	100%

* A.B.D. = All But Dissertation.

An analysis was performed on each degree category to determine the number and percent of respondents who exhibited each of the eight administrative styles. This information is presented in the tables which follow. Table 11 below shows the distribution of DAS for ESL administrators with a doctorate.¹

¹No respondent listed his degree as an Ed.D.; all listed their degree as a Ph.D. For those respondents who listed their academic status as A.B.D., no indication was given on any of these 6 responses as to the degree which they sought to obtain.

TABLE 11

DAS OF ESL ADMINISTRATORS WITH A PH.D.

DAS	Number	Percent
Separated +	10	32.26
Separated -	12	38.71
Related +	0	0.00
Related -	7	22.58
Dedicated +	0	0.00
Dedicated -	1	3.23
Integrated +	0	0.00
Integrated -	1	3.23
Total	31	100%

Table 12 below shows the distribution of DAS for ESL administrators with a master's degree.

TABLE 12

DAS OF ESL ADMINISTRATORS WITH A MASTER'S

DAS	Number	Percent
Separated +	21	33.33
Separated -	23	36.51
Related +	1	1.59
Related -	13	20.64
Dedicated +	4	6.35

TABLE 12 - Continued

DAS	Number	Percent
Dedicated -	0	0.00
Integrated +	1	1.59
Integrated -	0	0.00
Total	63	100%

Table 13 shows the distribution of DAS for ESL administrators with a bachelor's degree.

TABLE 13

DAS OF ESL ADMINISTRATORS WITH A B.A.

DAS	Number	Percent
Separated +	2	22.22
Separated -	3	33.33
Related +	0	0.00
Related -	3	33.33
Dedicated +	0	0.00
Dedicated -	0	0.00
Integrated +	0	0.00
Integrated -	1	11.11
Total	9	100%

In order to test for differences among the distributions of the DAS of these three sub-groups of the sample, a Chi-square test was performed on the three distributions simultaneously. The tabled χ^2 at the .05 level for 14 degrees of freedom was 23.685. The computed χ^2 was 12.27. Therefore, the conclusion is that there was no difference among the three groups; and this researcher cannot conclude that academic degree influences, or has any relationship with, administrative style as measured by the EASDT.

Another variable which was hypothesized to have a possible relationship with administrative style was academic major. The breakdown of academic majors for the 103 ESL administrators is provided in Table 14 below.

TABLE 14
ACADEMIC MAJORS OF ESL ADMINISTRATORS

Major	Number	Percent
ESL/EFL/TESL/TEFL/TESOL	33	32.04
Linguistics	14	13.59
Education	21	20.39
English	11	10.68
Literature	7	6.80
French	4	3.88
Spanish	5	4.85

TABLE 14 - Continued

Major	Number	Percent
Slavic Languages	1	0.97
Latin American Studies	1	0.97
Library Science	1	0.97
Journalism	1	0.97
Business Administration	1	0.97
History	2	1.94
Psychology of Bilingualism	1	0.97
Total	103	100%

In order to test statistically for differences among academic majors in relation to DAS the following four categories were derived:

1. Linguistics and ESL/EFL/TESL/TEFL/TESOL
2. Social Sciences
3. English and Literature
4. Languages other than English.

In this paradigm some respondents were omitted since their major did not fit into any category, and it was not valid statistically to run a test with only one or two respondents in a distribution. A decision was made to combine the linguistics majors with the ESL majors since most of the linguistics degrees were in ESL/EFL/TESL/TEFL or applied

linguistics. Consequently, 47 respondents were grouped together for statistical comparison. The DAS of this group is shown in Table 15.

TABLE 15

DAS OF ESL ADMINISTRATORS WITH A MAJOR
IN LINGUISTICS OR ESL

DAS	Number	Percent
Separated +	6	12.77
Separated -	26	55.32
Related +	1	2.13
Related -	9	19.15
Dedicated +	3	6.38
Dedicated -	0	0.00
Integrated +	1	2.13
Integrated -	1	2.13
Total	47	100%

A second category, the social sciences group, was composed of the education majors plus the one respondent with a major in business administration and the one with a major in psychology of bilingualism. This group had a pattern of DAS shown in Table 16.

TABLE 16

DAS OF ESL ADMINISTRATORS WITH A MAJOR
IN THE SOCIAL SCIENCES

DAS	Number	Percent
Separated +	9	39.13
Separated -	6	26.09
Related +	0	0.00
Related -	7	30.44
Dedicated +	0	0.00
Dedicated -	0	0.00
Integrated +	0	0.00
Integrated -	1	4.35
Total	23	100%

A third category was composed of English and literature majors. The pattern of DAS for this group is shown in Table 17.

TABLE 17

DAS OF ESL ADMINISTRATORS WITH A MAJOR
IN ENGLISH OR LITERATURE

DAS	Number	Percent
Separated +	7	38.89
Separated -	7	38.89
Related +	0	0.00
Related -	3	16.67

TABLE 17 - Continued

DAS	Number	Percent
Dedicated +	1	5.56
Dedicated -	0	0.00
Integrated +	0	0.00
Integrated -	0	0.00
Total	18	100%

The fourth category consisted of those respondents who had a major in a language other than English. Their DAS pattern is shown in Table 18.

TABLE 18

DAS OF ESL ADMINISTRATORS WITH A MAJOR IN
A LANGUAGE OTHER THAN ENGLISH

DAS	Number	Percent
Separated +	2	18.18
Separated -	4	36.36
Related +	0	0.00
Related -	4	36.36
Dedicated +	0	0.00
Dedicated -	1	9.10
Integrated +	0	0.00
Integrated -	0	0.00
Total	11	100%

In order to determine if academic major causes any differences in administrative style, Chi-square tests were performed between these four identified sub-groups of the sample. The contrast between linguistics majors and social science majors produced a computed Chi-square of 11.49. Tabled Chi-square at the .05 level of 7 df was 14.067. Therefore, there was no difference between these two groups.

Between English and literature majors and majors of languages other than English the Chi-square was 3.342. (Table $\chi^2 = 14.067$, $p < .05$, 7 df). Therefore, there was no difference between these two groups. Between social science majors and majors of languages other than English the computed Chi-square was 3.934 (Table $\chi^2 = 14.067$, $p < .05$, 7 df). Again, there was no difference between groups.

In conclusion, no comparison between any of these sub-groups produced a significant Chi-square. Therefore, this research study concludes that academic major has no relationship with Dominant Administrative Style as measured by the EASDT.

Another pre-selected variable tested in this research for its influence on DAS was the supervisory relationship that ESL administrators had with their superiors in the college or university. The results indicated that 79 of the respondents report directly to

only one supervisor in the academic administration. Twenty of the respondents indicated that they report to two administrators above them. Four of the responses could not be categorized. Consequently, an analysis of the DAS of these two main sub-groups was performed. The percentage distribution of their DAS is shown in Table 19.

TABLE 19
DAS OF ESL ADMINISTRATORS IN RELATION
TO THEIR REPORTING AUTHORITY

DAS	% ESL Administrators with One Supervisor	% of ESL Administrators with Two Supervisors
Separated +	27.85	50.00
Separated -	37.98	35.00
Related +	1.27	10.00
Related -	26.58	0.00
Dedicated +	2.53	0.00
Dedicated -	1.27	5.00
Integrated +	0.00	0.00
Integrated -	2.53	0.00
Total	100%	100%
N =	79	20

A Chi-square test was performed between these two distributions, and the calculated Chi-square was 13.849 (Tabled $\chi^2 = 14.067$, $P < .05$, 7 df). Therefore, at the .05 level there is no difference in DAS between

these two sub-groups, and this research concludes that DAS is not affected by the supervisory reporting relationship which ESL administrators have in their universities as measured by the EASDT.¹

Another variable which was tested for its relationship to DAS was number of years of teaching experience. An analysis of the responses revealed the following data:

Teaching Experience	Number of Administrators
0 - 5 Years	28
6 - 10 Years	45
11 - 20 Years	21
More than 20 Years	<u>9</u>
TOTAL	103

Table 20 shows the distribution of DAS for each of the four sub-groups in the paradigm.

¹This Chi-square would have been significant at a lower level of probability, and the researcher suggests further testing of this variable in relation to administrative style.

TABLE 20

DAS OF ESL ADMINISTRATORS BY YEARS
OF TEACHING EXPERIENCE

DAS	Percent			
	Years of Teaching Experience			
	0-5	6-10	11-20	20+
Separated +	21.43	33.33	38.09	44.44
Separated -	42.86	31.11	42.86	33.33
Related +	0.00	2.22	0.00	0.00
Related -	25.00	26.67	14.29	11.11
Dedicated +	3.57	4.44	0.00	11.11
Dedicated -	3.57	0.00	0.00	0.00
Integrated +	3.57	0.00	0.00	0.00
Integrated -	0.00	2.22	4.76	0.00
Total	100%	100%	100%	100%
N =	28	45	21	9

A Chi-square test was performed on the four distributions simultaneously, and it yielded a computed x^2 of 11.34. (Tabled $x^2 = 32.671$, $P < .05$, 21 df). Therefore, the conclusion is that there is no difference among these four groups, and further Chi-square tests were not performed. Thus, this researcher cannot conclude that years of teaching experience has a relationship with DAS as measured by the EASDT.

Findings for Each Hypothesis

The first hypothesis was that ESL administrators would have a pattern of Dominant Administrative Styles which was high in Relationships Orientation.

Conclusion: This hypothesis was rejected since ESL administrators were found to have a pattern of DAS which was high in the Separated styles. The Separated style is low in Relationships Orientation, and 69 percent of all ESL administrators were found to have this style. Twenty-seven percent of all ESL administrators was found to have a style high in Relationships Orientation.

The second hypothesis was that ESL administrators as a group would have a pattern of Dominant Administrative Style which differs from that of educational administrators in general as measured in previous research.

Conclusion: This hypothesis was accepted since the statistical tests were significant in comparing ESL administrators to three different groups of educational administrators. Other educational administrators do not show a pattern of styles which is high in the Separated style.

The third hypothesis was that there would be a significant difference in Dominant Administrative styles among those ESL administrators with different educational backgrounds.

Conclusion: This hypothesis was rejected since neither academic degree nor academic major showed any relationship to the pattern of Dominant Administrative Styles.

The fourth hypothesis was that there would be a significant difference among the Dominant Administrative Styles of ESL administrators whose organizational status required them to be accountable directly to one manager and those whose status required them to be accountable to more than one manager.

Conclusion: This hypothesis was rejected since the statistical test was not significant at the .05 level when the two sub-groups of the sample were compared.

The fifth hypothesis was that the number of years of ESL teaching experience prior to becoming an ESL administrator would have a significant relationship to Dominant Administrative Style.

Conclusion: This hypothesis was rejected since the statistical test was not significant for differences among the sub-groups of the sample.

The sixth hypothesis was that a significant correlation exists between Dominant Administrative Style and the three selected variables: degree specialization, organizational accountability, and the number of years of ESL teaching experience.

Conclusion: This hypothesis was not tested since hypotheses three, four, and five were rejected. It would not have been valid to calculate a correlation coefficient when no observed relationship existed between the independent and dependent variables in preliminary Chi-square tests.

Other Findings

The ESL Administrator Survey provided data on ESL administrators which was not used in the data analysis to test the hypotheses in the study. However, some of this information is useful for future researchers, and it is summarized below.

One variable of ESL administration is the number of teachers whom the administrator is responsible for supervising. The 103 respondents in the study all had supervisory responsibility for at least one ESL teacher. Table 21 gives the distribution for number of teachers supervised by ESL administrators, as observed in this study.

TABLE 21

NUMBER OF TEACHERS SUPERVISED BY ESL ADMINISTRATORS

Number of Teachers	Number of ESL Administrators with this Supervisory Load.
1 - 5	24
6 - 10	28
11 - 15	13
16 - 20	18

TABLE 21 - Continued

Number of Teachers	Number of ESL Administrators with this Supervisory Load
21 - 25	4
26 - 30	5
31 - 35	3
36 - 40	2
41 - 45	1
46 - 50	4
51 - 55	1
TOTAL	103

On the survey 71 respondents (68 percent) indicated that they had had administrative experience prior to their present position as an ESL administrator. Seventy-five (73 percent) of the respondents had had experience overseas prior to becoming an ESL administrator. Seventy-eight (76 percent) of the respondents had experience in language testing. Fifty-seven (55 percent) of the respondents said unequivocally that they did not have rank or tenure status in the college or university. Forty-four (43 percent) of the respondents did have rank equal to faculty in other departments, but not all of these indicated they had tenure.

Seventy-one (69 percent) of the respondents have been ESL administrators for less than five years. Twenty-six (25 percent) respondents have between six and ten years of experience as an ESL administrator, and five (5 percent) respondents had between twelve and twenty years of experience in ESL administration.

Effectiveness Dimension

The EASDT provides an Effectiveness score for each respondent; however, the test authors advise using this score only for training purposes and not research. The findings in this study showed the total ESL administrator population to have a mean Effectiveness score of 28.40, which is low. On the EASDT only Effectiveness scores of 32 or above will result in a Style Synthesis of an effective administrative style. On the eight-style paradigm, the EASDT measured 64 respondents (62 percent) as having an ineffective administrative style for the job they now hold.

This concludes the analysis of data. It is now time to summarize, identify the limitations, and make recommendations from this study.

CHAPTER V

SUMMARY, CONCLUSIONS, LIMITATIONS, AND SUGGESTIONS FOR FUTURE RESEARCH

Summary of the Study

This descriptive survey used William J. Reddin's 3-D Model of Leadership Effectiveness to study the administrative styles of English-as-a-Second-Language administrators in colleges and universities within the United States. The objective of this study was to identify and evaluate with the Reddin instrument the Dominant Administrative Styles of a sample of ESL administrators and further to determine if any relationship existed between these Dominant Administrative Styles and selected situational variables in ESL administration.

The researcher surveyed the historical background of literature pertaining to leadership styles, concentrating on those theories which had a direct influence on the development of the 3-D Model. Those included the classic studies at Ohio State, Michigan, and Harvard in which leadership style analysis became a recognized academic area of study. Fiedler, Blake and Mouton, and Likert's works were reviewed in setting the stage for a full explanation of Reddin's eight-style model, having as

three variables Task Orientation, Relationships Orientation, and Effectiveness. The refutation of the ideal style concept by Reddin was the closing focus of this part of the literature review.

In surveying the literature pertinent to the study from ESL administration, note was made of the scarcity of relevant research in this field of educational administration. Although a plethora of research has analyzed leadership styles of other educational administrators, ESL administration--a relatively new administrative career--has been neglected in leadership research. Some literature which dealt with variables in ESL administration was reviewed. The need for further research in this area is obvious, especially research to define more specifically the differentiation of ESL administrative technology from that of other educational administrators.

The intent of the present study was to commence the serious research necessary to define this sub-field of educational administration. Limitations were recognized immediately. This study was not building on previous research; and therefore, it could not test generally held hypotheses about ESL administration. The variables selected for this research were a beginning, and future studies may need to identify other variables for analysis. The variables in this study were selected

to determine whether they might influence administrative behavior and thus correlate with identified administrative styles.

The research began with the following hypotheses:

(1) that ESL administrators would have a pattern of Dominant Administrative Styles which was high in Relationships Orientation, (2) that ESL administrators as a group would have a pattern of Dominant Administrative Styles which differed from that of other educational administrators who had been measured with the EASDT, (3) that Dominant Administrative Style of ESL administrators would vary with their different academic backgrounds, (4) that the Dominant Administrative Styles of ESL administrators would be affected by the administrator's position in the academic institution, (5) that the number of years of ESL teaching experience would be related to different Dominant Administrative Styles, and (6) that knowledge of these three variables, if related to administrative behavior, would allow one to predict Dominant Administrative Style of an ESL administrator.

To test these hypotheses, a sample of ESL administrators in American colleges and universities was identified from the membership rosters of the TESOL and NAFSA organizations. To all of these identified individuals a copy of the Educational Administrative Style Diagnosis Test (EASDT) and The ESL Administrator Survey which

solicited information about the above-mentioned variables were mailed in mid-July 1980. After six weeks a follow-up letter was sent to those individuals who had not responded. By October 3, 1980, one hundred and forty-eight individuals had responded. These responses were carefully screened. Some of the respondents did not fit the criteria for admissibility of data and therefore were rejected from the study. Consequently, a total of 103 respondents was used in the data analysis.

In order to test the hypotheses the raw data from the EASDT were compiled into frequency distributions for the total sample and sub-groups within the sample which possessed selected variables. These frequency distributions were then compared, using Chi-square tests to determine differences between and among groups. In addition, the total sample was compared with data from previous research using the EASDT with other educational administrators. The results from these Chi squares allowed the researcher to determine if Dominant Administrative Styles were related to any of these selected variables and if the ESL administrators were, in fact, different from other educational administrators in their leadership styles. Data from the ESL Administrator Survey constituted the basis for division of the total sample into sub-groups along variable dimensions. These data also provided for a descriptive overview of the ESL

administrator population in terms of academic degrees, major fields of study, years of teaching experience, and years of administrative experience.

With this analysis of the research data conclusions from the study can be drawn. All generalizations from the study are stated in view of the delimitations of the sample, and all hypotheses were accepted or rejected at the .05 level of significance.

Conclusions and Discussion

This research study identified and analyzed the Dominant Administrative Styles of a sample of 103 ESL administrators in colleges and universities in the United States. The sample of 103 administrators had a geographic distribution which paralleled that of all ESL administrators in academe and also paralleled the geographic distribution of the total TESOL membership in the United States. The researcher concludes that the sample used in this study adequately represents the dispersion of collegiate ESL administrators in the United States and that generalizations drawn from the data in this study are true of this total population at the .05 level of statistical significance.

After measuring administrative styles with the EASDT, this study found that 53 percent of the ESL administrators did not have a Dominant Administrative

Style as interpreted by the test data. Although a Style Synthesis on the data produced a Dominant Style for each participant when their scores for all eight styles were averaged, the fact that 53 percent did not show a Dominant Style may suggest that more than half of these ESL administrators do not have enough experience in administration to define their administrative style. No previous group of educational administrators had shown such a high percentage with no Dominant Administrative Style on the EASDT.

However, after a Style Synthesis was performed on all subjects in the sample, and the distribution of Dominant Administrative Styles was analyzed, a total of 69 percent of the sample showed a Separated style. This was statistically significant when compared with three other groups of educational administrators. The conclusion is that ESL administrators do not behave in academic organizations like other previously tested administrators.

In concluding that two out of every three collegiate ESL administrators have a Separated style, the researcher would therefore characterize these administrators as having a low concern for people and a low concern for tasks in their organizations. Further, the 3-D Model would suggest, in interpreting this present research data, that ESL administrators are cautious, careful, conservative, and orderly and that they prefer

paper work, procedures, and facts to people or tasks. They are accurate, precise, correct, perfectionistic, steady, deliberate, patient, calm, modest, and discreet. Reddin theorized that this style may be induced by lengthy training programs which people in some professions undergo.¹ Since the research data showed that 30 percent of these ESL administrators had a Ph.D. and over 90 percent of them had a master's degree or more, this extensive educational background may partially explain the heavy concentration of the Separated style. Reddin says that the values induced in lengthy training programs parallel the qualities of the Separated style.

Reddin also theorizes that certain personality types tend to have a Separated style when they become managers in organizations. These types he says, are adults who, as children, believed that learning and accepting the rules of society would prevent society from hurting them.² These people believe society will value their behavior if they know the rules. Ergo, the Separated administrator has an insistence upon following rules, for he intuitively believes that rule following will make him a part of the whole organization. Reddin

¹Reddin, Managerial Effectiveness, p. 206.

²Ibid., p. 208.

says, "Rule following can be likened to a desire to be loved by a powerful yet detached figure."¹

Of the 69 percent of the sample who had a Separated style, only 32 percent of these administrators were measured by the EASDT as using the style effectively in their present positions. These administrators are effective because they are able to follow the university rules, maintain interest in the job, and avoid involvement with the problems of others. These administrators are useful members of the organization and may be highly respected by the university or college community. However, Reddin points out that these managers with Separated (+) style "Bureaucrats" are often perceived by the people around them as being autocrats because they have an adherence to rules which subordinates often mistake for task orientation. This was a difference measured by the EASDT.

Of the remaining number of ESL administrators in the study, 23 percent had a Related style. This was approximately the other third of the population. Two-thirds had a Separated style. The Related style is characterized by high orientation to people and low orientation to task. This style was present in other education administrators in about the same proportion as with ESL administrators.

¹Ibid., 208.

The outstanding facet of this analysis, however, is that ESL administrators were not at all characterized by any of the other styles in the 3-D Model. Herein lies the biggest difference between ESL administrators and all other educational administrators. ESL administrators showed essentially no Task Orientation. It could also suggest that ESL administrators may not be sensitive to the demands of the job, as 62 percent of them had test results judged as an ineffective style on the EASDT.

As a group ESL administrators were slightly more Relationships Oriented than Task Oriented, but even this RO score was very low; and Reddin would not characterize this group of administrators as Relationships Oriented. Other variables which were studied in relationship to Dominant Administrative Style were not found to be significant. That is, no significant statistical relationship could be found between any of the pre-selected variables and measured style. The study described ESL administrators along certain pre-selected categories; however, no conclusion was reached as to why 69 percent of these administrators have a Separated style and 22 percent have a Related style.

The study did identify the educational backgrounds and academic majors of ESL administrators. Forty-six percent were found to have a degree in linguistics or some form of ESL. Twenty-one percent had a degree in

some field of education. Seventeen percent had majored in English or literature, and ten percent had a major in a language other than English. The remaining six percent had miscellaneous academic majors. These different academic backgrounds did not, however, influence Dominant Administrative Style. The same relative proportions of styles were found among the several sub-groups.

Likewise, reporting authority in the organization had no relationship with administrative style, nor did years of teaching experience. In sum, the study collected much data about ESL administrators, but analyses and manipulation of the data did not show relationships between the independent and dependent variables.

It is now appropriate to identify recognized limitations to this study and to make recommendations for future research.

Limitations to the Study

The researcher recognizes the following limitations to this study and recommends they be addressed in future research on ESL administration:

1. The ESL Administrator Survey and the EASDT make an assumption that administrative experience can be neatly categorized. This may not be true.

2. The EASDT, although adapted from the MSDT, was originally designed for secondary school administrators,

and some questions may pose situations which are unrealistic for ESL administrators on the college level.

3. Of the total number of respondents to the original mail-out, some could not be counted in the final sample because they did not complete for a variety of reasons the EASDT. Several respondents made note of the sexism in the wording of the EASDT. This may have contributed to bias in the sample. Some non-respondents may have refused to respond for this reason. Also, some respondents whose data were not used made comments about their inability to make a choice between the pairs of statements in some questions. This might suggest that the EASDT was threatening to them. ESL administrators might not be as willing to examine their organizational behavior as other administrators due to their insecurity over rank and tenure status in the university. (Fifty-six percent of the respondents reported that they did not have rank and tenure status.)

4. The EASDT does not provide interval scale data; therefore, research with it precludes more sophisticated statistical analyses, such as analysis of variance and multiple regression.

5. There could be obvious bias in the sample because it was ultimately a self-selection process. Also, since the respondents were 69 percent Separated in their style,

it could be assumed that people who are Separated would respond to surveys because they are conscientious and believe in following the rules and procedures. However, administrators with other styles, especially task oriented people, might not respond to surveys since their ordering of priorities might preclude taking the time to fill out graduate student surveys.

6. The EASDT might have a serious flaw as a research instrument in that it was adapted from the MSDT, which was used in business and industry to identify managerial styles. These managers have much more theoretical and practical experience in management and may be "test-wise" to this type of test. ESL administrators, as observed in this study, do not have a broad background in administration, either academic or practical. Consequently, they may not have realized exactly what this test was measuring; and therefore, their responses may be open to question. This could explain why such a large percent (53) did not show a Dominant Administrative Style on the EASDT. It could also explain why so many ESL administrators (62 percent) showed an ineffective style on the test.

7. The variables in ESL administration have not been well defined by previous research. Consequently, those variables chosen in this study may not have been the most significant ones in ESL administration; and therefore, the

study was unable to infer any relationship between these variables and administrative style.

8. The results in this study represent how ESL administrators perceive their own behavior. There was no validation of their perceptions by teachers or other university administrators who work with them.

Suggestions for Future Research

During the course of this study, the researcher discovered other research problems and designs which could be used to study ESL administration. Some of these suggestions for future research are provided below:

1. A study using the same population of ESL administrators (NAFSA and TESOL) could measure their task orientation and relationships orientation with at least two other instruments--for example, the MSDT and the Managerial Grid--to attempt to validate the results of the present study.

2. A study could identify variables which represent an effective ESL program and survey ESL teachers and administrators to determine which ESL programs at American colleges and universities are most effective.

3. A study could be designed to determine the variables in ESL administrators which correlate with program effectiveness. Some of the same variables used in the present study could be tested.

4. A study could survey ESL administrators to construct a comprehensive assessment of the technology involved in ESL administration, and then, using the B-D Model and another Reddin instrument called the Effectiveness Map, plot the Dominant Administrative Style which, according to the demands of the job, would be most effective for ESL administration.

5. A study could determine if self-perceived styles of ESL administrators match with perceptions of their styles by ESL teachers who work with them. This could be done using the EASDT or a similar instrument and administering it to an administrator and two or three of his teachers. Results could then be compared.

6. A study could design a research paradigm which would further explore the relationship between administrative style and reporting authority in the institution. This may yet prove a significant variable in ESL administrative style, if more refined instruments are designed to explore this relationship.

7. A study could duplicate the present study with ESL administrators in secondary schools to compare results with college administrators measured in this study.

In conclusion, the field of ESL administration has many possibilities for future research studies.

A P P E N D I X A

BASIC STYLE INDICATORS FOR THE 3-D MODEL

BASIC STYLE INDICATORS

	SEPARATED	RELATED	DEDICATED	INTEGRATED
(1) Inter-actional mode	Correcting	Accepting	Dominating	Joining
(2) Mode of communication	Written	Conversations	Verbal directions	Meetings
(3) Time perspective	Past	Unconcerned	Immediate	Future
(4) Direction of communication	Little in any direction	Upward from subordinates	Downward to subordinates	Two-way
(5) Identifies with	Organization	Subordinates	Superior and technology	Coworkers
(6) System emphasis	Maintains procedural system	Supports social system	Follows technological system	Integrates sociotechnical system
(7) Judges subordinates on	Who follows the rules?	Who understands people?	Who produces?	Who wants to join the team?
(8) Judges superior on	Brains	Warmth	Power	Teamwork
(9) Work suited for	Administration, accounting, statistics and design	Managing professionals, training and coordination	Production and sales management	Supervising interacting managers
(10) Work not suited for	Nonroutine	Low personal contact	Low-power	High-routine
(11) Employee orientation	Security	Cooperation	Performance	Commitment
(12) Reaction to error	More controls	Pass over	Punish	Learn from
(13) Reaction to conflict	Avoids	Smothers	Suppresses	Utilizes

	SEPARATED	RELATED	DEDICATED	INTEGRATED
(14) Reaction to stress	Withdraws and quotes rules	Becomes dependent and depressed	Dominates and exploits	Avoids making decisions
(15) Positive source of control	Logic	Praise	Rewards	Ideals
(16) Negative source of control	Argument	Rejection	Punishments	Compromise
(17) Characteristic problem of subordinates	Lack of recognition	Lack of direction	Lack of information	Lack of independence
(18) Punishments used	Loss of authority	Loss of interest by manager	Loss of position	Loss of self-respect by subordinate
(19) Under-values	Need for innovation	Needs of organization and of technology	Subordinates' expectations	Need for independent action
(20) Main weakness	Slave to the rules	Sentimentality	Fights unnecessarily	Uses participation inappropriately
(21) Fears about himself	Emotionality, softness, and dependence	Rejection by others	Loss of power	Uninvolvement
(22) Fears about others	System deviation, irrationality	Conflict	Low production	Dissatisfaction
(23) McGregor equivalent	----	----	Theory X	Theory Y
(24) Blake Grid equivalent	3.3	3.7	7.3	7.7
(25) Likert equivalent	----	Consultive	Authoritative	Participative

This chart was adapted from William J. Reddin's book Managerial Effectiveness, p. 28.

A P P E N D I X B

GEOGRAPHIC BREAKDOWN OF TESOL MEMBERSHIP

	NUMBER OF TESOL MEMBERS	NUMBER OF ESL ADMINISTRATOR SURVEYS SENT
THE SOUTH		
Florida	149	17
Mississippi	20	3
Alabama	11	1
Georgia	36	4
Tennessee	43	5
Louisiana	33	9
Arkansas	10	0
North Carolina	38	4
South Carolina	12	2
TOTAL	352	45
PERCENT OF TOTAL	6.13	12.00
THE MIDWEST		
Illinois	322	17
Indiana	79	9
Iowa	47	3
Michigan	174	11
Minnesota	97	9
Wisconsin	74	4
Missouri	45	4
North Dakota	0	0
South Dakota	2	0
Nebraska	16	1
Kansas	52	7
TOTAL	908	65
PERCENT OF TOTAL	15.83	17.33
THE SOUTHWEST		
Arizona	129	9
New Mexico	50	3
Texas	360	29
Oklahoma	23	8
Colorado	139	7
Utah	52	7
Nevada	14	2
California	932	48
Hawaii	103	6
TOTAL	1802	119
PERCENT OF TOTAL	31.42	31.73

	NUMBER OF TESOL MEMBERS	NUMBER OF ESL ADMINISTRATOR SURVEYS SENT
THE NORTHWEST		
Montana	4	1
Wyoming	5	1
Idaho	10	1
Washington	85	6
Oregon	78	8
Alaska	17	0
TOTAL	199	17
PERCENT OF TOTAL	3.45	4.59
NEW ENGLAND		
Maine	17	1
Vermont	45	3
Massachusetts	306	14
New Hampshire	17	2
Connecticut	95	4
Rhode Island	19	0
TOTAL	499	24
PERCENT OF TOTAL	8.70	6.48
MID-ATLANTIC		
District of Columbia	126	10
New Jersey	240	10
New York	921	37
Pennsylvania	257	17
Virginia	113	7
Delaware	17	3
West Virginia	10	0
Ohio	152	13
Kentucky	19	4
Maryland	119	4
TOTAL	1974	105
PERCENT OF TOTAL	34.42	28.37

A P P E N D I X C

GEOGRAPHIC BREAKDOWN OF ESL ADMINISTRATOR SAMPLE

AREA	TESOL MEMBERS IN SAMPLE	NAFSA MEMBERS IN SAMPLE	TOTAL
THE SOUTH			
Florida	11	6	17
Mississippi	0	3	3
Alabama	1	0	1
Georgia	0	4	4
Tennessee	0	5	5
Louisiana	4	5	9
North Carolina	0	4	4
South Carolina	0	2	2
TOTAL	16	29	45
THE MIDWEST			
Illinois	10	7	17
Indiana	6	3	9
Iowa	1	2	3
Michigan	8	3	11
Minnesota	5	4	9
Wisconsin	2	2	4
Missouri	1	3	4
North Dakota	0	0	0
South Dakota	0	0	0
Nebraska	0	1	1
Kansas	2	5	7
TOTAL	35	30	65
THE SOUTHWEST			
Arizona	3	6	9
New Mexico	2	1	3
Texas	16	13	29
Oklahoma	2	6	8
Colorado	3	4	7
Utah	5	2	7
Nevada	2	0	2
California	19	29	48
Hawaii	2	4	6
TOTAL	54	65	119

AREA	TESOL MEMBERS IN SAMPLE	NAFSA MEMBERS IN SAMPLE	TOTAL
THE NORTHWEST			
Montana	1	0	1
Wyoming	0	1	1
Idaho	0	1	1
Washington	1	5	6
Oregon	2	6	8
Alaska	0	0	0
TOTAL	4	13	17
NEW ENGLAND			
Maine	1	0	1
Vermont	2	1	3
Massachusetts	9	5	14
New Hampshire	0	2	2
Connecticut	0	4	4
Rhode Island	0	0	0
TOTAL	12	12	24
MID-ATLANTIC			
District of Columbia	4	6	10
New Jersey	9	1	10
New York	30	7	37
Pennsylvania	11	6	17
Virginia	6	1	7
Delaware	1	2	3
West Virginia	0	0	0
Ohio	6	7	13
Kentucky	0	4	4
Maryland	3	1	4
TOTAL	70	35	105
GRAND TOTAL	191	184	375

The Educational Administrative Style
Diagnosis Test which appears on pages
107-118 of the Appendix may not be
reproduced in any manner. This re-
quest is made by the authors of the
test.

A P P E N D I X E

THE ESL ADMINISTRATOR SURVEY

ESL ADMINISTRATOR SURVEY

1. Are you presently engaged in administering a program for English-as-a-Second-Language or English-as-a-
Foreign-Language? _____
2. How many ESL/EFL teachers do you supervise? _____
3. How many students does your program serve? _____
4. How many years have you been an ESL/EFL
administrator? _____
5. What is your highest academic degree? _____
6. What is the major field of your highest
degree? _____
7. How many years of ESL/EFL teaching experience did you
have prior to becoming an administrator? _____
8. Did you have teaching experience other than ESL/EFL?
_____ If so, how many years? _____ What
area(s)? _____
9. As an ESL/EFL administrator, whom do you report to in
the college/university chain of command:
 Department Chairperson _____ Which one _____
 Dean of School _____ Which one _____
 Other _____
10. Do you and your ESL/EFL teachers have rank and tenure
status in the college/university? _____
11. As an administrator do you think you are: (circle one)
 People oriented
 Task oriented
 People and task oriented
 Rule oriented
12. Prior to becoming an ESL/EFL administrator, did you
have overseas experience? _____ If so, how many years?

13. Did you have any administrative experience prior to your present position? _____ If so, how many years?

14. Have you had any language testing experience? _____
How much? _____

15. What do you think is the best preparation for becoming an ESL/EFL administrator?
.....

.....

A P P E N D I X F

THE COVER LETTER FOR THE SURVEY

School of Education
The American University
Massachusetts & Nebraska Avenues, N.W.
Washington, D.C. 20016
July 1980

Dear ESL Administrator:

We are asking for a few minutes of your time to help us with a study we are doing to define and identify administrative styles of English-as-a-Second-Language directors/administrators in the colleges and universities of the United States. We are actively encouraging your participation in this study in hopes that the generalizations we draw from the research will truly reflect the universe of ESL administrators. Basically, the purpose of the study is to identify whether ESL administrators are more task-oriented or relationship-oriented and then to determine if there exists any relationship between these administrative styles and certain situational variables in ESL administration.

Enclosed you will find a copy of the Educational Administrative Style Diagnosis Test (EASDT) with an accompanying answer sheet. We would like to ask you to take this "questionnaire" and record your responses on the enclosed "Individual Score Sheet." The EASDT, based upon the 3-D Model of administrative theory developed by William J. Reddin, is a forced-choice instrument. The fifty-six paired statements do not purport to be dichotomous, i.e. mutually exclusive alternatives. Further, they may hypothesize situations which do not exist and which may never exist at your school. However, for the data to be valid, a choice must be made for each of the paired statements. Therefore, please pick the statement most likely to fit if the situation DID exist.

The appended "ESL Administrator Survey" will allow us to obtain information about the population from which we can do some correlations with data from the EASDT and hopefully draw some conclusions about ESL administrators. We ask that you complete it also and return it with your response to the EASDT. The fifty-six questions need not be returned.

We believe this total activity will not require more than fifteen minutes of your time, and we have provided a stamped, self-addressed envelope for your convenience in returning the "Individual Score Sheet" and the "ESL Administrator Survey." The number in the top right-hand corner of the answer sheet is for the purpose of analyzing non-responses; it in no way will be used to identify respondents. All information obtained in this research will be compiled and analyzed statistically; no individual responses will be used in the final study.

As our profession is one of the newer areas of educational administration to be identified, we are excited about the possibility of this study in furthering our attempts to define ESL administration. We hope that you will share this enthusiasm. (If you would like to receive a short synopsis of the results from this study, please enclose a stamped, self-addressed envelope with your return.) We thank you for your time and look forward to receiving your response in the very near future.

Sincerely,

Alfred W. Reasor, doctoral candidate
in educational administration

Dr. Joel Burdin, Professor of
Educational Administration (doctoral
adviser)

Dr. Robert Fox, Director of The
English Language Institute (doctoral
adviser)

Enclosures (3)

A P P E N D I X G

THE FOLLOW-UP LETTER TO NON-RESPONDENTS

School of Education
The American University
Massachusetts & Nebraska Avenues, N.W.
Washington, D.C. 20016
September 1980

Dear ESL Administrator:

Several Weeks ago I sent you a copy of the Educational Administrative Style Diagnosis Test (EASDT) with an accompanying survey for ESL administrators. This questionnaire and survey are part of a research project I am doing here at American University's School of Education in conjunction with the English Language Institute.

My graduate interests have been in the area of administrative styles--especially styles of educators. Since I was a former ESL teacher, I have a particular interest in trying to identify the styles of administrators in our profession.

So far I have had 116 ESL administrators complete and return the survey and the EASDT. My study is delimited to ESL administrators in American colleges and universities, and the results so far indicate a decided trend in styles among these administrators. I can with my present rate of return predict at the .05 level of significance, but I wish to test my hypotheses at the .01 level.

Consequently, I am writing you again to ask your help in completing and returning the answer sheet to the EASDT and the ESL Administrator Survey. The EASDT, although written in sexist language for which I apologize, has been used to measure administrative styles of over 2,000 educational administrators. It has proved valid and reliable in identifying the task/relationship orientation of these educators.

Again, I remind you that I will furnish a short synopsis of my results to all those who enclose a self-addressed, stamped envelope with their return. Seventy-five administrators have already asked for my results, and with this degree of interest I am anxious to have your return so that my level of significance will be improved. I look forward to hearing from you soon.

Sincerely,

Alfred W. Reasor

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